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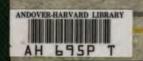
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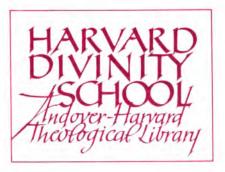
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SONGS OF SACRED PRAISE;

OR

THE AMERICAN COLLECTION

OF

PSALM AND HYMN TUNES, ANTHEMS. SENTENCES AND CHANTS;

FOR THE USE OF CHOIRS, CONGREGATIONS AND SINGING SCHOOLS.

THE GREATER PORTION OF WHICH IS ENTIRELY NEW TO THE AMERICAN PUBLIC.

EDWARD HAMILTON.

BOSTON:

PUBLISHED BY PHILLIPS & SAMPSON

NEW YORK: PRATT, WOODFORD & CO., GEORGE F. COOLEDGE & BROTHER, A. S. BARNES & CO. PHILADELPHIA: E. H. BUTLER & CO., GRIGG & ELLIOT, LINDSAY & BLAKISTON. AND SOLD BY BOOKSELLERS GENERALLY THROUGHOUT THE UNITED STATES.

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BOSTON:

STEREOTYPED BY A. B. KIDDER, 7 CORNHILL.





This work contains about four hundred psalm and hymn tunes — three hundred of which are new in this country. One hundred are mainly the standard tunes which are in constant use, and are deemed indispensable in every collection of Church Music claiming to be complete.

There is also a variety of Anthems, Chants, &c., more than three-fourths of which are now for the first time, published.

All the varieties of metre employed in the later collections of sacred poetry are provided for; so that choirs using this book, will rarely experience the too common embarrassment of not being able to sing every hymn, given out from the pulpit.

A feature peculiar to the book, is the division of the words into phrases, by means of commas. These marks will therefore be understood as answering this purpose, instead of fulfilling their usual prosodial function. This arrangement will tend to relieve teachers and leafers from the difficulty which has been hitherto experienced, in causing singers properly to group the words, and to take the breath in the right places.

The Editor is indebted to Isaac Flagg, Esq., for the loan of valuable manuscripts, prepared by him with much labor and care, containing rich selections from the works of the great masters, in many instances adapted by him to English words. The pages of this work are enriched with extracts from them, of choice music which has never been laid before the public.

Obligations are due also to Lowell Mason, Esq., and to the publishers of the "Carmina Sacra" for permission to extract from that work five popular Hymn Tunes and three very beautiful Chants — due credit for which is given in the proper place.

Thanks are accorded to other gentlemen for contributions.

Credit has been given to the composers entitled to it, in every case where it was practicable. Many of the tunes however being extracted from foreign works, and having no name attached to them, are inserted with the word "unknown" placed over them. Other tunes which have been arranged from some melody, the authorship of which is not known, are distinguished by the word "arranged" written over them. Those tunes and pieces which have no designation to the contrary are the composition of the Editor.

The "elements" are brief, but it is believed complete. The first thirteen chapters, state the principles necessary to be understood by pupils in a singing school — and the remaining chapters point out a method of communicating a knowledge of these principles to the mind of the learner. It is hoped that the plan upon which this part of the work is prepared, and the mode of its execution will be found such as to answer a good purpose.

In the composition and arrangement of the music, in the preparation of the elements, and in the whole plan and method of the book, the Editor has kept constantly in view the actual circumstances of choirs in New England, and the state of the public taste in regard to Church music; and he asks that this may be borne in mind, in forming a judgment as to the merits of the work.

It would have been easy to fill the pages with extracts and arrangements from the great masters of ancient and modern art; but the probability is that few would have bought the book and almost nobody have used it.

It is hoped the work will answer the end proposed, which is to furnish the public with music of an agreeable character, adapted to all metres and to all occasions, and calculated upon the whole to elevate the public taste.

Bear Long.

ELEMENTS OF VOCAL MUSIC.

THE following method of treating this subject, is the one employed by the Editor, in his classes. It will be found adapted to the usual circumstances of singing schools, in New England.

These schools, generally, consist of twenty or thirty lessons, of two or two and a half hours each. Their object is not so much to make the individuals attending them, accomplished singers, as to train and prepare a choir of singers, as a whole, for a respectable and decent performance of their part, in public worship. The most that can be done, in the time allowed and with the means at command, should be attempted; but it is obvious that no person ignorant of the subject, can be taught to read even psalmody at sight, in twenty lessons, still less to master the difficulties of other descriptions of music. The judicious teacher will adapt his method to the circumstances of his school, and will not, in a term of twenty lessons, commence a course which can only be completed in sixty.

There are two extremes to be avoided, namely, spending too much time in mere exercises in Rhythm and Melody, and on the other hand,

too much in the mere practice of tunes.

The first, leads to mechanical singing, and the last is merely singing

by rote.

The choir ought, if possible, to be made familiar with a sufficient, though not too extensive list of tunes, and at the same time, to have so much acquaintance with the principles of music, that they may, without a teacher's assistance, add new tunes to their list, from time to time.

CHAPTER I.

GENERAL PRINCIPLES.

ARTICLE 1. Musical sounds are long or short in respect to DURATION, "high or low "PITCH,

" loud or soft " " STRENGTH

ART. 2. That part of the elements of music which treats of sounds with respect to duration, is called RHYTHM. That treating of pitch, is called MELODY. That treating of force, is called DYNAMICS.

CHAPTER II.

ART. 3. The different durations of sound are expressed by the different forms of characters, called NOTES.

ART. 4. The notes in common use are seen in the following:

Whole note,

(Semibreve) equal to
two half notes,

(Minim) equal to
four quarters,

(Crotchet) equal to
eight eight eight,

(Quavers) equal to

sixteen sixteenths, (Semiquavers.)

A THIRTY-SECOND is sometimes used, and a SIXTY-FOURTH,

Also a Double Note, | | twice as long as the whole note.

ART. 5. A DOT • after any note, makes it once and a half as long as before. A second dot adds half as much as the first dot. A third, half as much as the second. For example, a half note with one dot is equal in duration to a half and a quarter, with two dots it is equal to a half, strength, quarter and eighth; with three, to a half, quarter, eighth and sixteenth.

ART. 6. Three notes of the same kind together, with a figure 3 placed over them, constitute a TRIPLET, and are to be performed in the time of two.

ART. 7. There is no absolute, fixed length to any note; but whatever duration may be assigned, for the time being, to any one, it must retain it throughout the particular tune to be performed, and all the others must bear the proportion towards it, indicated by their respective names.

ART. 8. Pauses or intervals of silence, in music, are called RESTS; and like sounds, they have a regular duration assigned them. They have characters to represent them which indicate duration corresponding to the notes from which they take their names.

They are the whole rest ___, the half rest ___, the quarter rest ___, the eighth rest, ___, the sixteenth ___, the thirty second ____, sixty fourth ___.

CHAPTER III.

MEASURES.

ART. 9. The TIME occupied in performing a piece of music, is divided into equal portions, called MEASURES.

ART. 10. The measures are separated from each other, by BARS,

ART. 11. To enable us to give equal length to the measures, we BEAT TIME.

ART. 12. This consists in a motion of the hand. When the time is marked by two motions, they are downward and upward; when by three, downward, inward, upward; when by four, downward, inward, upward, upward.

ART. 13. A measure having two beats, is called DOUBLE,

"three ""

TRIPLE,

GUADRUPLE.

ART. 14. Double measure is designated by the figure 2, placed at

the beginning. Triple measure is designated by the figure 3, placed at the beginning. Quadruple measure is designated by the figure 4, placed at the beginning.

ART. 15. Double measure is accented at the downward beat or first part. Triple measure is accented at the downward beat or first part. Quadruple measure is accented at the downward and cutward, or first and third parts.

ART. 16. There are two varieties of double measure; one represented by the fraction signifying two halves, the other by signifying two quarters.

There are three varieties of Triple measure, 2, 3 and 3. There are two varieties of quadruple measure, 4 and 4.

In all these cases the fraction represents the quantity of time in each measure. The upper figure or numerator, shews the number of parts, into which the measure is imagined to be divided; and shews also the number of beats, inasmuch as there is a beat to each imaginary division of the measure. The lower figure or denominator, shews the value of the parts respectively, into which the measure is imagined to be divided.

ART. 17. The time of the measures may be occupied by any notes or rests whatever, at the pleasure of the composer; which amount to that indicated by the fractions.

ART. 18. A piece of music may, however, commence or end with a measure nearfull.

ART. 19. Examples of the varieties of measure, the time of which is variously filled by notes and rests.

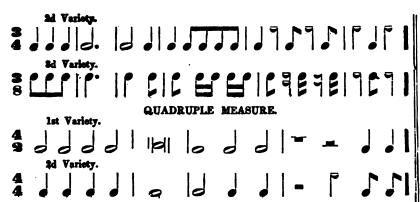
DOUBLE MEASURE.

2 d Variety.

TRIPLE MEASURE.

1st Variety.

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ART. 20. In regard to the rapidity of beating time, it is a matter entirely of judgment, to be exercised as each different tune presents itself. Whatever degree of quickness is determined on, must be carefully sustained throughout each tune, unless there are musical characters or terms to direct a change.

CHAPTER IV.

MELODY.

ART. 21. Sounds of different pitch, that is of different acuteness or gravity, are named from the first seven letters of the alphabet, in order to distinguish them from each other.

REMARK. The acuteness or gravity of a sound depends upon the rapidity of the vibrations of the sonorous body producing it.

ART. 22. A sound produced by a certain degree of rapidity of vibration, receives a certain letter as its name.

ART. 23. There is a certain series of sounds, rising one above the other, to the number of eight, which has a foundation in nature, is agree-

able to the ear of every man, and is the basis of all music. It constitutes what is called the SCALE.

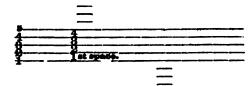
ART. 24. The scale consists of seven primitive sounds. The eighth sound has a resemblance to the first of such a character, and its effect upon the ear is so like it, that it is called by the same name. Thus, if the first sound of the scale be called A, the eighth will be called A. The intermediate ones will be respectively B, C, D, E, F, G.

ART. 25. In order to represent the differences of sound with respect

ART. 25. In order to represent the differences of sound with respect to pitch, the notes are written upon the page in different situations. High sounds have their notes written higher than low ones.

ART. 26. But that there may be no uncertainty in regard to the intended relative positions of the notes, a character is made use of to define them, called a STAFF. It consists of five lines drawn quite across the page, together with as many short lines (called ADDED LINES) as may be necessary to furnish a place for very high or low notes. The staff might be made to consist of a great number of lines drawn the whole width of the page, rendering the short added lines unnecessary; but it is found most convenient to use five long ones only.

Here is a representation of the staff, with some added lines:



It will be observed, the lines are numbered from the bottom, and the spaces between the lines are also numbered from the bottom.

ART. 27 The notes are written upon the lines and in the spaces between, not only within the *long* lines, but upon the *short* lines beyond them and in the spaces between *them*.

ART. 28. The scale may commence upon any pitch whatever. It is usual to begin with the sound called C. This sound may be written upon the staff, any where we please; but it is usual to write it either on the first added line below, or in the second space, as represented



ART. 29. As there are two ways of placing the letters upon the staff, it becomes necessary to use the characters written upon the staff in art. 28. These are called CLEFS. The one in the upper staff is called the G clef, because it fixes G upon the second line, as it will be noticed that that line passes through the body of the figure. G being upon the second line, of course C in regular order, falls in the third space and first added line below.

The one in the lower staff is called the F clef because it fixes F upon. the fourth line, and of course determines the place of all the other letters in their proper order.

ART. 30. In speaking of the different sounds of the scale, it is con-

venient to number them as in the figure in art 28.

ART. 31. To assist the learner in acquiring a just idea of the several sounds of the scale, and in establishing them in his mind by the principle of association, certain syllables are applied in the manner represented in the figure in art. 28.

These syllables being Italian, have a different pronunciation from what they would have in English. Do is pronounced with the o long, as in the word no. RE is pronounced ray. MI is pronounced me. FA has the vowel sound of a, in father. So I has the o long as in no. LA is sounded

like fa, and si is pronounced see.

ART. 32. The scale may be EXTENDED upwards and downwards, to any extent. When we go above eight, this last becomes one of a new scale, going upwards in the same order to eight again; and so on. And when we go down below one, this number becomes eight of a scale, be-

low which goes down in the inverted order of numerals, syllables and letters. Here is a representation of the EXTENDED SCALE.



The syllables are applied in their regular order. One or eight being always do.

The same extended scale might be written on the staff according to the F clef.

CHAPTER V.

MELODY - CONTINUED.

ART. 33. The difference of pitch between sounds is called an interval. Of course intervals are of various magnitude.

ART. 34. The interval between one and two of the scale is that called a TONE. From two to three is also a tone; and from three to four is a HALF TONE; from four to five is a tone; from five to six is a tone; from seven to eight is a half tone.

ART. 35. This order of intervals constitutes the peculiar character of the scale; and it must be preserved, let the scale commence with any sound whatever.

ART. 36. It will be remembered therefore, that between the letters E and F, is the half tone interval. Also, between B and C, is the same.

ART 37. The smallest interval practically recognized in music, is the

ART. 37. As there is a whole tone between C and D, it is evident that there is room for another sound between them, a half tone higher than C, and of course a half tone lower than D. Again between D and E is a tone; there may be then, a sound between them dividing the difference. So also, between F and G, G and A, A and B.

ART. 38. As these sounds are of constant use in music, it becomes necessary to have a method of representing them. As the natural notes, A, B, C, D, E, F, G, already occupy all the lines and spaces of the staff, we are obliged to write these new sounds on the same places with those to which they are nearest. We find it convenient also to name them by the same letters. But to distinguish them we make use of two characters, viz: the share #, and the FLAT b. The sharp placed before a note represents a sound half a tone higher, and the sound is called by the same letter with a sharp after it. Thus we say, C, sharp; D, sharp, &c., written thus: C#, D#. The flat placed before a note or after a letter, represents a sound a half tone lower than the letter alone. Thus we say B, flat, G, flat; written Bb, Gb, &c.

Ant. 39. Practically, C# and Db are regarded as the same sound, though in theory they are treated somewhat differently; and the same

remark applies to the other sounds which appear to coincide.

ART. 4Q. The scale which is written in art. 28, is called the DIATONIC SCALE. When in all the whole tone intervals of this scale, the new sounds mentioned in art. 37 are introduced, a series of TWELVE sounds is formed, called the CHROMATIC SCALE. It is written below, with the numerals, letters, syllables and signs which apply to it. When this scale is written upwards, sharps are used, when downwards, flats. The numerals are read, sharp 1, sharp 2, &c., or flat 7, flat 6, &c. The syllables applied to the sharped notes change their termination to e as in eve; and applied to the flatted notes, to long a as in mate.

CHROMATIC SCALE.

The i in the syllables, sound like e; and the e like a.

This same scale may be written upon the staff according to the F clef.

ART. 41. The Chromatic Scale may be extended indefinitely upwards or downward. And it is of no consequence where it commences, as all the interver are alike, viz: half tones. The succession of the notes is not agreeable to the ear, but they are all used in music and should be understood.

CHAPTER VI.

TRANSPOSITION.

ART. 42. When the Diatonic Scale is made to commence on any sound other than C, it is said to be transposed; and we shall find it necessary to introduce one or more of the sounds which are peculiar to the Chromatic Scale, in order to preserve the succession of the intervals as required in art. 34.

ART. 43. Let us commence the Diatonic Scale with G.



If we examine the intervals between the several letters, remembering that the half tones are between B and C, and E and F. And also, bearing in mind that the half tone intervals should be between three and four and between seven and eight, we shall find this scale to be erroneous; but in order to increase the interval between six and seven to a whole tone as it should be, we must place a sharp before F to raise it half a tone, thereby also making a half tone from seven to eight, which is required by the constitution of the scale. Corrected, it stands thus:



Thus we have the same order of intervals as when we commence with C.

The syllables follow the numerals constantly, and one is always do, with an exception which will be noticed in art. 59.

ART. 44. Again, commence the scale with F.

_	1	2	3	4	5	6		
X =				bo	0			
@ =	-0	-6-	_0					
-	F	G	A	Bþ	С	D	E	F

Here it becomes necessary to flat B, otherwise it would be a whole tone from three to four, and a half tone from four to five, which are wrong.

ART. 45. In like manner we may construct a Diatonic Scale upon any sound of the Chromatic Scale, whether sharped, flatted, or in its natural state. One only is here exhibited, namely the scale founded upon C#. It is obvious, as the first note is a half tone higher than the first note of the natural scale of C, it will be necessary to raise every note of the natural scale a half tone in order to preserve the proper intervals.

			8	CALE	IN C	#			
	1	2	3	4	5	6	7	8	
*				==		#0	-#0	#0	=
9-	Ca	Pi Di	#0 F#	F	G# Sol	<u>^</u> #	B	CH	

All these scales may of course be written according to the F clef.

ART. 46. As there are twelve different sounds in the Chromatic Scale, there may of course be twelve different Diatonic Scales.

ART. 47. There are but nine of these however, in common use, viz: C, which is called the natural scale, as all the sounds belonging to it are in their natural state, and unaffected by flats or sharps.

G, in which F is sharp.

D, in which F and C are sharp.

A, in which F, C and G are sharp.

E, in which F, C, G and D are sharp.

F, in which B is flat.

Bb, in which B and E are flat.

Eb, in which B, E and A are flat.

Ab, in which B, E, A and D are flat.

The other three, viz:

B, in which F, C, G, D and A, are sharp.

F*, in which F, C, G, D, A and E, are sharp.

Db, in which B, E, A, D and G, are flat, are seldom used as the

principal scale in a piece of music.

ART. 48. The sharps or flats rendered necessary in each scale, are not written before the notes they affect, throughout a piece as often as they occur, as it would be inconvenient, but they are placed once for all at the commencement, on their proper lines and spaces; and they are to be understood as affecting every note of the same letter throughout the piece.

ART. 49. These sharps or flats placed at the beginning, constitute what is called the SIGNATURE or sign of the scale; because they show in what scale the music is written, and by knowing that, we know where to find do.

ART. 50. Each scale takes its name from the first letter, as the scale

of C, the scale of E, the scale of Bb, &c.

ART. 51. A piece written in the scale of C, is spoken of usually as in the KEY of C. In like manner we say the key of D, the key of Eb, &c., when the scale commences with those notes. It is also common to say, such a scale or such a tune is in C, in B, in Ab, &c. It is incorrect to say, such a piece is in four sharps, or three flats.

ART. 52. The following table will enable the learner to find the key note, that is one, or do, in any scale of the kind we have been consid-

ering.

If there be no signature, it is the scale or key of C.

If the signature be one sharp #, it is the scale or key of G.

" two sharps *, it is in the scale or key of D.

"three sharps ** it is in the scale or key of A.

" four sharps **, it is in the scale of key of E.

ART. 59.

If the signature be one flat, b, it is in the scale or key of F.

- " two flat's b, it is in the scale or key of Bb.
- "three flats b_b^b , it is in the scale or key of Eb.
 - " four flats b b b, it is in the scale or key of Ab.

CHAPTER VII.

DIATONIC INTERVALS.

ART. 53. Intervals reckoned upon the diatonic scale, are called DIATONIC INTERVALS.

Two sounds of the same pitch are called a UNISON. This is not strictly an interval, but it is classed as such. The interval from a note to the next degree above is called a second; as from C to D, from D to E, from E to F. There are the major and the minor second, among the diatonic intervals. The one consisting of a tone, the other of a half tone.

The interval from a note to two degrees above, is a THIRD; as from C to E. and from D to F.

Thirds also, are of two kinds, major and minor. The former, two

tones; the latter, a tone and a half.

The interval from a note to three degrees above, is a FOURTH. As

from C to F, or from F to B.

There are two. The perfect fourth (two tones and a helf) and the

There are two. The perfect fourth, (two tones and a half,) and the sharp fourth (three tones.)

The interval from a note to four degrees above, is a FIFTH, as from C to G. Perfect fifth, (three tones and a half,) and from B to F, flat fifth, (two tones and two half tones.)

The interval from a note to five degrees above, is a SIXTH. From C to A, major sixth, four tones and one half tone. From E to C, minor sixth, three tones and two half tones.

The interval from a note to six degrees above, is a SEVENTH. As from C to B, major seventh, consisting of five tones and one half tone. From D to C, minor seventh, consisting of four tones and two semi-tones.

ART. 54. In naming intervals, we reckon both extremes; thus if we

be required to name the interval from D up to B, we count the letters, D, E, F, G, A, B; six in number and the interval is a sixth. Whether it be major or minor, we ascertain by counting the tones and semi-tones which compose it and then comparing the result with the definition given in art. 53.

ART. 55. The interval from any letter to the same letter above or below, is called an EIGHTH OF OCTAVE.

CHAPTER VIII.

THE MINOR SCALE.

ART. 56. There is another scale called the MINOR SCALE, the characteristic of which, is its having but a half tone from two to three, and a whole tone from three to four. In these respects it differs from the scale which we have hitherto considered, and which in distinction from this, is called the MAJOR SCALE.

ART. 57. In its natural position, it commences with A. It has two forms.

ART. 58. There is a character called a NATURAL, used to contradict the effect of a sharp or flat, and to restore a note to the sound which it has in the natural scale. This is the form of it 4.

MINOR SCALE, No. 1.

A B C D E F# G# A G F E D C B A
1 2 3 4 5 6 7 8 7 6 5 4 3 2 1

MINOR SCALE. No. 2.

ha su do ro mi fa si la si fa me re do si la
1 2 3 4 5 6 7 8 7 6 5 4 3 2 1

It will be seen that in No. one, the sixth and seventh are sharped in ascending, and they are restored in descending.

In No. two, the seventh is sharped both ascending and descending.

ART. 60. The minor scale may be constructed upon any sound of the Chromatic Scale. By this means we have twelve different ones, of which those whose signature is more than four sharps or four flats, are seldom used. We speak of these keys as A-minor, D-minor, F-minor, &c.

ART. 61. The manner of applying the numerals, is seen in art. 59.

ART. 62. The syllables commence with la and go up to la. The changes in termination which are requisite, are made according to the rule in art. 40.

CHAPTER IX.

MODULATION.

ART. 63. Psalm tunes are generally written mainly in one key, yet in common with other music, they admit of departures from the principal key into others nearly related to it. These changes of key constitute what is called MODULATION.

ART. 64. It is very common for instance, to make a transition from the principal key to the scale of its fifth or fourth, as from C to G or F. Also, from the principal key to the relative minor key, as from C to A-minor. Modulations may sometimes be made into more remote keys.

ART. 65. Modulations are introduced by means of sharps, flats and naturals, bringing into the harmony, notes foreign to the principal scale. These sharps, flats and naturals, when not introduced into the signature, are called ACCIDENTALS.

ART. 66. Where the change of key is only for a few notes or measures, we make no change of syllables, except for the particular notes affected by the accidentals. These have a change of termination, according to the rule in art. 40.

ART. 67. But where the change of scale is decided and continued for a considerable time, the syllables should be all changed accordingly.

ART. 68. It is common where a modulation takes place into a new

key, which is to be long continued, for sharps, flats and naturals to be introduced into the signature. In such cases, the syllables should conform to the new scale indicated.

ART. 69. A sharp placed before four, generally, though not always, serves to introduce the scale founded upon five of the original one.

ART. 70. A flat before seven, introduces the scale founded upon four of the original.

ART. 71. It is to be observed, that a natural 4 may have the effect of a sharp, or flat, as to its raising or depressing a sound, according as the note affected by it, has been previously made sharp or flat.

ART. 72. The effect of an accidental extends to every note of the same letter in the measure, but it is not continued beyond it, except when the last note of a measure is affected, and the first in the next measure is the same letter.

CHAPTER X.

MISCELLANEOUS CHARACTERS AND TERMS.

ART. 73. A BRACE is used to connect the staves upon which the different parts are written.

ART. 74. A DOUBLE BAR shews the end of a strain.

ART. 75. A PAUSE shews that a note is to be prolonged beyond its usual time.

ART. 76. A REPEAT : requires the repetition of the strain.

ART. 77. A SLUR OF TIE connects notes to be sung to the same syllable. It sometimes indicates the legato style.

ART. 78. A CLOSE OF ENDING E shews the end of a tune or piece of music.

ART. 79. Staccato marks !!!! placed over notes, require them to be performed in a short detached manner. The word STACCATO is also used for the same purpose.

ART. 80. LEGATO is the opposite of the last, and signifies a smooth, gliding manner, with the notes at full length

ART. 81. Ornamental notes are sometimes introduced in music which do not belong to the essential melody. They are called APPOGIATURES when they occur on the accented part of the measure, and they borrow their time from the note before which they are placed. If that note be dotted, the appogiature takes two thirds of its time, if not, one half.

When they occur on the unaccented part of the measure, these ornamental notes are called AFTER NOTES, and they borrow their time from

the preceding note.

CHAPTER XI.

PITCH AND EXTENT OF DIFFERENT VOICES—EXPLANATION OF CLEFS, AND THE RELATION OF NOTES IN DIFFERENT PARTS.

ART. 82. Psalm tunes are commonly written in four parts, viz: First TREBLE, SECOND TREBLE, TENOR and BASE.

ART. 83. The First Treble is sung by the highest voices of women. The second by boys, and the lowest voices of women. The Tenor by the highest voices of men, and the Base by the lowest.

ART. 84. The Base part is written upon the staff according to the

F clef, C:.

ART. 85. The two Trebles and the Tenor are written according to

the G clef But the Tenor is to be understood as being an octave

lower in the same position upon the staff, than the Treble.

ART. 86. Men's voices are naturally an octave lower than women's. Thus, when G, for instance, is sounded upon the third string of the violin, and the Tenor and Treble singers are called upon to sound the same pitch, the former give it an octave lower, that is, in unison with the open fourth string of the instrument, while the latter give the pitch in unison with the note sounded by the instrument.

ART. 87. Again, if the Tenor and Treble voices sing the same part, they sing in octaves to each other. If the Tenor have a note on the

fourth line of their staff, and the Treble a note on the fourth line of theirs, which is D in both cases, when this note is sounded by them respectively, it is heard in two different points of pitch, varying from each other a whole scale or octave.

ART. 88. There was formerly used another clef, called the C clef, which was applied to the Tenor part, shewing it in its proper pitch. It

is very much to be regretted that this clef has gone out of use.

Very little practical inconvenience will be felt by singers, however, from the use of the G clef in the Tenor, if the fact is borne in mind that it represents that part an octave too high, and provided, moreover, that Tenor singers, especially leaders, do not take it into their heads to sing the Treble, than which, no practice can be more abominable.

ART. 89. It is not uncommon in the country, for players of instruments, flutes and fiddles for instance, to play the Tenor as if it were Treble. Such persons ought to be made to understand that this is an outrage upon common sense. It should be played an octave lower.

ART. 90. Sometimes ladies indulge themselves in the delightful recreation of singing Tenor as if it were Treble; they ought to be seated among the men.

ART. 91. Below is exhibited the pitch of the parts, respectively.



In the scale, at No. 1, all the parts are in strict unison as to pitch.

At No. 2, the note C is precisely the same sound, in all the parts.

At No. 3, there is the interval of an octave between the Treble and

Tenor, and between the Tenor and Base.

At No. 4, is shewn how the two clefs, as used for Treble and Base, connect with each other. The note united in the two parts, is the same pitch, and the lower staff shews the Tenor in unison with the Base.

CHAPTER XII.

DYNAMICS.

ART. 92. There are commonly reckoned five degrees of strength or loudness of sound, viz: very loud, loud, medium, soft, very soft. These are signified by the following terms and signs:-

Medium by mezze; abbreviated, m. huse

Loud, by forte; abbreviated, f.
Very loud, by fortissimo; abbreviated, ff.
Soft, by piamo; abbreviated, p.
Very soft, by piamissimo; abbreviated, pp.

ART. 93. These varieties of force or loudness with the characters which denote them, are applied not only to single notes, but to whole strains, and sometimes to whole pieces of music.

DYNAMICS-CONTINUED.

ART. 94. A tone which is of uniform force throughout its whole duration, is called an organ tone.

ART. 95. A tone which commences piano and gradually increases to forte, is a CRESCENDO or increasing tone, denoted by cres. or by this character -

ART. 96. A tone commencing forte and gradually diminishing to pia-

no, is a DIMINUENDO or decreasing tone, denoted by dim. or ART. 97. A tone commencing piano, increasing to forte and then diminishing to piano, is the swelling tone or swell, denoted by

ART. 98. A sudden crescendo is marked < or <>.

ART. 99. A sudden diminuendo is marked > or fs or sfz. This sign is an abbreviation of forzando or sforzando.

ART. 100. The following signs are applied to long passages as well as to single notes, viz: cres. dim. and

CHAPTER XIV.

THE SINGING SCHOOL.

ART. 101. The following remarks are designed for the assistance of Teachers, who need any, in conducting a course of instruction under the ordinary circumstances of a New England singing school.

ART. 102. The object of the common singing school in the country,

is to prepare a choir for the musical part of divine service.

ART. 103. Old and young, practiced singers and unpracticed learners join in the school. Some have learned all they know about music, within ten years, some within twenty, and some within a hundred. There are also not a few just out of leading strings.

ART. 104. All claim the privilege of learning to sing, and all hope to have a seat in the choir. The teacher is expected to make them all sing. Of course, he must pursue a different method from that which would be proper, if sufficient time were allowed to complete the musical education of each individual.

ART. 105. The number of lessons is usually from 20 to 30. The teacher will apportion the time to Theory and Practice, in such a manner as to secure, if possible, the main object of the school as stated in Art, 102.

ART. 106. The best way to commence a course of lessons is to explain the general principles as laid down in Chap. I. The various distinctions in sound may be made perfectly intelligible by means of the voice; though on many accounts a violin is to be preferred.

ART. 107. Exhibit upon the blackboard* the different forms of notes—explaining their relative value—also, dots, triplets.

ART. 108. State and illustrate the principle mentioned in Art. 7.

ART. 109. Exhibit and explain the different forms of rests, with the effects of the dots as applied to them.

ART. 110. State the matter of Art. 23, and introduce the singing of the scale. It is not yet the proper time to exhibit it, but the singing of it may be commenced in order to give variety and interest to the lesson. The above will furnish material for one lesson.

ART. 111. After questioning the class upon what has hitherto been stated to them, and making perfectly sure that it is fully comprehended, the next step will be to explain measures, and the divisions which are supposed to be made of them into what are called parts of measures. Care must be taken here not to convey the idea that all measures are actually divided into such and such parts, but that to assist in determining their duration, a division of this kind is supposed, marked by beating time. Some of the evil consequences of entertaining the idea that this division is real may be found stated in Art. 173.

ART. 112. Explain the beats—let the class beat with counting—also with the words, downward, upward, inward, outward, according to their proper application.

ART. 113. Explain accent—and let the class beat time, using the words, loud, soft, accordingly.

ART. 114. Let them sing in double measure, one note to each beat, accenting properly.

ART. 115. Write these notes in two varieties of double measure, the one directly under the other, as in Art. 19.

ART. 116. Let the class understand, as you go along, that there may be as many varieties of double measure as there are different kinds of notes, and the same is true of triple, quadruple, and sextuple measure.

ART. 117. Introduce triple measure by the same means, showing the three varieties in common use.

ART. 118. Introduce quadruple measure, in its two varieties.

" It is taken for granted that the teacher makes use of the blackboard.

ART. 119. Explain sextuple measure—representing it as compound triple measure. It is not worth while to try to beat it, until you have occasion to introduce tunes in that movement. Show the two varieties upon the blackboard, viz: { and { }.

ART. 120. Sing the scale part of the lesson, so that all may understand what succession of sounds the term implies.

ART. 121. About the third lesson will be a good time to examine the individual scholars as to their capacity to learn to sing. The true question to be settled in regard to each one is not, whether he might by possibility learn to sing, if there were time and labor enough bestowed upon him, but whether upon the whole it is probable he can go on with the class in the present course of lessons. The best test of the requisite degree of capacity is the singing of the scale. If a pupil can do this in an endurable manner he may be suffered to proceed; if not, he should be dismissed. The teacher ought to be cautious not to mistake timidity

ART. 122. By the fourth lesson, the school ought to be furnished with their singing books, so that the teacher may select portions of tunes, for exercises in Rhythm.

ART. 123. There is no better plan, practicable in the common singing school, than for the class to sing portions of tunes selected by the teacher as exercises in Time—that is singing the notes with reference to their duration merely, all upon the same pitch. This will save the time-consuming process of writing upon the board. And it obviates the necessity of having exercises, composed expressly for the purpose, occupying the room in the books which is wanted for other purposes.

ART. 124. It is now time to introduce the subject of Melody, as laid down in the chapter on that subject.

ART. 125. Explain and exhibit the staff.

in a candidate for want of capacity.

ART. 126. Exhibit the scale, upon the black board, with the letters, numerals, and syllables.

ART. 127. Illustrate the relationship between the first and eighth sounds of the scale. A violin will furnish the means. It may be done thus:—

A string of a given thickness and length extended upon the violin with a given tension, will upon being made to vibrate, give forth a sound

which is called G. Half that length of string will vibrate with twice the rapidity of the other, and will give out a sound which is also called G. And these two strings upon being set in vibration at the same time will so blend their sounds that it will be impossible to distinguish between them. The reason is that the vibrations of the longer string coincide severally with every other vibration of the shorter. This coincidence may be illustrated upon the blackboard in this manner:—



The deep black perpendicular bars show the vibrations of the long string, and the smaller perpendicular bars those of the short string. Every alternate one coincides with the black bars.

The two sounds are at the same distance from each other, as to pitch, as 8 of the scale is from 1.

ART. 128. The proportion of the vibrations to each other, in any sounds which are the distance of a fifth from each other as C to G for instance, is as 2 to 3,—other intervals are in other proportions, but it is not necessary to exhibit them to the class. The only thing important is to give them an idea of the nature of the octave.

ART. 129. Explain the Clefs and their uses. These Clefs were originally the letters whose places they fix upon the staff. Thus the character called the G clef, was originally the letter G, but it has undergone various

transformations until it has arrived at its present shape.

ART. 130. Explain the application of the letters to the degrees of the staff—of the numerals to the sounds of the scale—and point out the uses of the syllables.

ART. 131. Let the class practice the scale a portion of each lesson—with the syllables, and also with one syllable, la. The other portion of the time of the lesson should be employed in exercises in time.

ART. 132. A trouble will arise in most classes at this stage. It will be found difficult to get them to sing 8 sharp enough with the syllable, do. To remedy the evil, it will be well to substitute is for 8 sometimes. A

good way is to let the class sing up to 5 and stop there. Let the teacher then sound 8 distinctly with his own voice and desire them to keep that in mind as the point at which they should aim. Perseverance will finally prevail.

ART. 133. Nothing can be of more importance than to establish the scale with the most rigid accuracy in the outset. Any negligence in this respect will produce immense evil.

ART. 134. Show the extended scale — as in art. 32.

ART. 135. Exercise upon the scale with its extension both up and down. It will be well to change the pitch occasionally to A or B or D, especially if the class have fallen from the right pitch, as they are sure to do at first. You may then revert to the true pitch of C, and the class will come up to it readily.

ART. 136. Exercise upon different sounds of the scale extended, skipping about irregularly. In order to enable the singers to strike 3 from 1, let them sing one, two, three, then one, three. Pursue the same course

with the other sounds.

ART. 137. Four will often be made too flat as well as eight—correct it—make them open their mouths—and give the fs an open sound, straight from the vocal organs. Three will be made flat sometimes, but oftener in other keys than in C.

ART. 138. Give a definition of an interval—the violin may furnish the means of a good illustration. By the help of that, show the difference

between a tone and a half-tone or semitone.

ART. 139. Describe the order of intervals in the scale. Let attention be directed to the letters, numerals, and syllables, between which the half-tone intervals occur.

ART. 140. You may prove to the class the fact that the order of intervals in the scale is founded in nature, by firstly referring to their own testimony that it is agreeable to the ear,—and, secondly, by showing, from the fingering of the violin, that a scale consisting of whole tone intervals only, is very disagreeable.

ART. 141. Explain the use of sharps and flats.

ART. 142. Construct upon the black-board the chromatic scale — with its numerals, letters and figures — with the manner in which they are each spoken of or read — as sharp 1, flat 5 — D# — Bb &c.

Call upon the class to point out the corresponding sounds in the ascend-

ing and descending scale.

ART. 143. You will before this time, have introduced exercises in melody from easy tunes in the key of C. The second treble part is generally most convenient. The Bass ought also to be used as an exercise by the whole school, for it is important that the two clefs should be fully comprehended by all. It is best at first to sing these exercises without reference to rhythm.

ART. 144. Let the scale be sung in various kinds of measure.

ART. 145. Let the second treble of suitable tunes in C be sung in time and tune.

ART. 146. It is now the proper stage to distribute the voices into the four parts. A few voices will be found suitable for Tenor,—a few are enough. The rest of the men belong to the Base. The boys whose voices have not changed will sing second treble. All the little girls will sing second — of the rest of the females nearly one half should belong to that part — the residue to the first treble. Voices, peculiarly fitted for any part, should be required to sing it, whether they are disposed or not. All those ladies who have an incurable propensity to flat, should be placed in the second, or dismissed altogether, which is better.

ART. 147. Proceed to practice tunes in C. with the syllables and frequently with la alone, beginning with the easiest — and learning thesecond treble first. Then add the base; then the first treble and tenor — make the scholars describe the names and uses of every musical character to be found in the tune, viz. the brace — the staff — the clefs — the notes and rests — the kind of measure — the number and application of the beats. Let them do all this before they begin to sing. There are generally two or three smart little girls and now and then an intelligent lad or two, who will answer all your questions if you suffer them. It is a good way to have all the seats numbered — and then after proposing your enquiry, let no one answer until you call upon a particular number. This will secure the attention of all — and there will be emulation excited, which will do great good.

ART. 148. You may introduce earlier than this, if thought best, the matters treated of under the head of Dynamics—and such musical characters and tunes as may be useful. It will be well to practice the scale in the different degrees of force—and in the various kinds of tone.

at an earlier period than this, though the explanation of the terms and signs peculiar to Dynamics, need not be exhibited until now.

ART. 149. After the key of C has been pretty thoroughly studied—you may proceed to transpose the scale to G. Select such keys as you think best to have well studied—and practice them. You cannot in a common term make them read in all keys.

ART. 150. Be sure to make them comprehend the nature of the changes of notes required in transposition. Exhibit each scale before singing in it, and let it remain upon the board in view of the school until you change your key.

ART. 151. Explain intervals as described in Chap. VII.

ART. 152. Exhibit the minor scale — and describe its peculiarities.

ART. 153. Explain modulation when you have an instance of it in practice — and describe accidentals when you meet them.

ART. 154. Present the subjects in Chap. XI.

ART. 155. After some practice in the different keys, the class may commence singing words. Let each tune be sung by the syllables until

the music is familiar before the words are applied.

ART. 156. Explain the subject of articulation — something in this way. Words are composed of vowels and consonants. The most common form of a syllable, embraces three elements of speech, viz. a consonant sound first, then a principal vowel sound, then a consonant sound at the close. For example the word, bead — is composed, first, of the consonant sound, b, next the vowel, e, lastly the consonant, d. The teacher may exhibit the articulation of the, b, by attempting to give utterance to it, without opening the lips. A guttural noise will be heard, which is the proper sound of that letter. The d may be shown in a similar manner. The class should be told that a syllable is to be sung or prolonged upon the vowel sound, and that the form of it is not allowed to change in the slightest degree during the length of the note or notes belonging to the syllable. The consonants are to be given as short as possible, but with smartness and force.

ART. 157. A syllable may consist of one vowel sound alone—as, oh, ah. Attention is to be directed to giving it correctly, and holding it in the same form, throughout the note. Ignized by

ART. 158. A syllable may consist of a consonant and a vowel—as, day, me, do, fa,—or of a vowel first—as, add, in, up, at.

ART. 159. There is in every syllable, a principal vowel sound, upon which the time of the note belonging to it, is employed. Many syllables have more than one vowel (letter) but all but one are generally silent—as in the words, day, rain, bean. As to the pronunciation of these syllables, they might as well be spelt, da rān bēn. The silent letters will be disregarded of course.

ART. 160. Some syllables however, which have two vowels, have a sound different from that of any single vowel. Thus, voice—fear—but all such words have a single sound upon which they are prolonged. In voice it is the sound of o in the word on which is dwelt upon, what comes after that should be brought together as much as possible into one sound, which should be articulated like a consonant. The same remarks apply to the words, fear, tear, here—the e is the prolonged sound. Also the words there, hire, roar.

ART. 161. Many words have several consonants together, sometimes one or more of them is silent, but often, they are all to be articulated. The endeavor should be to crowd them as much as possible into one sound, and give them with great quickness and force, by no means, however slighting any of them, but making each one distinctly audible. Perhaps there is no worse word to sing than hosts.

ART. 162. Many single letters have a compound sound, as — a in the word may — hare; y and i, in try, high. There is a sound of e heard after the principal sound which may readily be perceived, upon speaking the words with a slight extension of the vowel,— i sounds like a-e. (the e as in father)—a sounds like a-e. In these and similar cases you take the first sound as the principal, and dwell upon it through all the notes belonging to the syllable, and then regard the other element of the sound as coming into the character of a consonant, so far as to require a rapid enunciation. Unless this is done, the syllable becomes double, in fact, two syllables, and ought to have two notes.

ART. 163. Let the teacher analyze various words — and cause the pupils to do it. Have them point out the principal vowel sound.

ART. 164. Caution the class against carrying the last letter of a word forward to the following word. The rule in opposition to this practice, is, to Finish every syllable on the note that belongs to it.

ART. 165. PAUSES. A pause is to be made at the end of every strain; also, whenever there is a comma or other stop in the words; also where the

sense requires it. The time of pauses is not added to the length of the measures, but is a part of the time of the note preceding them—or. in other words, you shorten the note before the pause, sufficiently to furnish the time required for the pause. Thus when there is no rest at the end of a strain, you make the last note in the line, less than its nominal value — so at any required pause.

ART. 166. BREATHING. The breath should be inhaled quickly, and where possible to the full capacity of the lungs. It should be expended without waste, and in such a manner that it may all contribute to the fulness of voice. Many persons fail to fill the lungs, and besides that, waste half their breath, for want of good management. Of course they don't sing more than half a measure before the breath is gone. Sad work is made with words through this fault. A habit arises of breathing at regular intervals, which does more mischief than any other one thing.

ART. 167. GROUPING OR PHRASING WORDS. The language should be connected in the breath according to its connections in phrases and parts of sentences.

ART. 168. The time which respiration requires, (for it amounts to a good deal especially in unpracticed singers,) must be borrowed from the note preceding each breath, in the same manner as pauses.

ART. 169. It will be many times, impracticable to inhale a full breath, owing to the rapidity of the movement, or the shortness of the notes. In such cases the singer must be content with what he can get.

ART. 170. In regard to all these stops, pauses and breathings, the general rule is to commence every measure and every note, strictly in its proper place in the time, according to the regular beating, however you may end them.

ART. 171. ACCENT AND EMPHASIS. If the accent of music conform to that of the words it is well; but if not it must be made to.

ART. 172. The important words should be loudest as in reading. Emphatic words should be emphasised in singing. Little, unimportant words, as articles, prepositions, conjunctions, &c., should be sung lightly.

ART. 173. EXPRESSION, TASTE, &c. A country choir usually consists of from 25 to 75 individuals, singers and players upon divers instruments. They are of all sorts, good, bad, and indifferent. It is obvious that with such a company, all that can be done in the way of expression, must be of a very general nature, such as is pointed out in these rules.

RULE 1. Sing in strict time. Some people imagine that to 'express the sentiment' as they call it, involves among other things, taking liberties with time; dwelling upon this note and clipping that one: but if they can make fifty men, women and children, keep even pace with them, they will accomplish an undeniable miracle. A choir of 4 or 6 singers may take some license with time, if they understand each other, and have good sense and good taste to guide them. But with 50 it is perfectly preposterous to attempt any departure from the strict laws of Rhythm.

Rule 2. Sing the music exactly as it is. This is in opposition to the idea of introducing embellishments and flourishes into Psalmody, which is ridiculous to the last degree. No two men can be made to embellish exactly alike — how absurd to expect a large company to do it. This rule of course goes against singing out of tune, and also against introducing any sounds not expressed by the written notes of the piece, whether appogiatures, after notes, or glides.

RULE 3. Articulate every word distinctly.

Rule 4. Group the words in the breath according to their sense and connection.

RULE 5. Sing the important words loudest.

RULE. 6. If you have books with the expression noted you may observe it, always however provided that you do not violate any of the rules given above.

The singer ought to understand and feel the sentiment of the hymn, but he must remember that he is not singing a solo, but performing a part, a very small part, it may be, in a large choir, and if he should distress himself ever so much with 'expressing the sentiment,' it will all go for nothing with the congregation unless the whole band do just as he does; and the probability is, he will only have the satisfaction of reflecting, that he has annoyed his neighbors in the choir, disturbed the harmony of the music, and destroyed the good effect of the whole performance.

ART. 174. FAULTS. The most common faults which the teacher will have to correct, with their causes and remedies, are pointed out under the proper heads — viz.: Time — Tune — Pronunciation, &c., most of these faults may easily be prevented in those who are just learning to sing. But every singing school is attended by many old singers, who generally abound in faults.

1. Time. The first fault is what is commonly termed dragging. There are various causes for it independently of habit. These are,

1. Singing all the notes to their full length, and taking time for respiration which is additional to the measure. The same for the pauses at the end of strains. The last note in the strain is sung to its full length and not seldom, more than its length; a stop is made to breathe, and of course so much is the singer behind-hand.

2. Singers are apt to sing too slow, when the notes are too high or too

low for their convenient reach.

3. The same fault arises, when the words are of difficult enunciation.

4. The same where the notes from any cause are of difficult execution.

5. Where the interval from one sound to another is a long one, as a sixth, seventh, eighth or ninth. The second fault is singing the notes out of their proper relative proportion. This fault occurs most frequently in the following cases.

1. In double measure of this form,

2 | | the quarters are too long.

2 | the eighths are too long.

2 | The dotted note too short—the quarter too long.

3 | The dotted note too short—the eighth too long.

3. In this ... — the dotted note too short, the sixteenth too long.

4. Notes of this form are sung like a triplet of eighths.

5. In triple measure 3 | The whole too short, the half too long.

3 | The half too short, the quarter too long.

Witness for this last, the common singing of Balerma, 'St. Helen's and others. These tunes are sung in nearly equal notes. Those mea sures that have three halves or three quarters are sung like triplets.

6. In triple measure of 3 the quarters are made much too long.

3 the eighths, much too long.

Witness, 'Windham,' 'Hebron,' 'Wells'—and others. The notes are nearly equalized.

In fact there seems a strong tendency to bring all notes to the same duration. This fault does not produce dragging upon the whole, but it is

much more distressing to the hearer.

The tunes called Missionary Chant and Miletus, in the 'Ancient Lyre'—and many of the tunes in the 'Carmina Sacra,' where there is a variety of different notes, are almost always sung with the long notes too short and the short ones too long.

7. In general, in tunes composed principally of short notes, like Benevento, for instance, the notes are drawled too much, or run into each other, in too much of the Legato style; and on the other hand, in tunes composed of long sounds like Old Hundred, Dundee and other chorals, the notes are not sufficiently sustained.

8. A common fault is to sing notes whose duration is marked by two beats, or a beat and a half, with the latter portion of the sound distinctly marked off by the voice—this is especially the case with dotted notes—for instance, | • • • | measures of this form are sung thus,

; as if the singer was anxious the audience should perceive that the note is dotted.

9. Beside the faults above enumerated, there is observed sometimes a want of steadiness in movement; this is generally the result of mere carelessness, though it may proceed from the influence of some prominent singer or player who has no rhythm in his soul.

2. Tune. The most common fault under this head is singing too flat. This is manifested in various positions, and is owing to various causes.

1. To old habits and defective musical education. It is generally incurable where it proceeds from these causes, that is if the disease has been of long standing. Many females sing too flat from having injured their voices in childhood, by singing music too high for them. They

can't be cured in mature life. Many sing flat, from having been associated for a length of time with others, faulty in this respect. If not too confirmed, they may be cured.

2. To physical weakness. This may be overcome by persevering

practice, that is, in a majority of cases.

3. To want of openness and freedom in the delivery of the voice.

Many persons deliver the voice very well up to a certain pitch, when they change the form of the vowel and throw some obstruction in the way of the tone,—consequently the pitch is depressed. They should be exercised upon the open vowel sound in the word ah, or la.

4. To want of suitable exertion, where the notes require it. This is

mere carelessness, and must be reproved.

5. To what is commonly called a 'want of ear.' This evil is reme-

died by careful study and practice.

- 6. The above mentioned causes of flatting are of a permanent character, and where they exist the evil is but slowly remedied, if remedied at all. The following are of a temporary character—viz., ill health, east winds, heat of the weather, bad atmosphere of the rooms, from being crowded, want of confidence, want of acquaintance with the music, fatigue, want of interest in the exercises, and last not least, unsteadiness or dragging of the time. Most of these may be removed by taking proper measures. The various positions or forms of melody where the fault is most likely to occur, are these,
- 1. The eighth of the scale is made too flat, particularly in C, D, Eb, E and F.
- 2. The third of the scale is made too flat, particularly in G, Ab, A and Bb.

The second treble after becoming hubituated to the lower notes, are

apt to sing 3 flat in F and E also.

This fault in regard to three of the scale is almost universal. There are few singers except the most highly cultivated, who are not very often guilty of this fault, and even the very best, sometimes.

When from any cause as the weather, fatigue, &c., a singer is inclined to sing out of tune, the inclination is sure to manifest itself upon 3.

3. Notes which are high, relatively to the convenient compass of the voice are often made too flat.

4. Notes difficult of execution — long skips upon the same syllable —

words hard to utter, and certain of the consonants, particularly m and n, all give rise occasionally to this fault.

5. The second treble sing flat, where the notes are higher than usual

in their part.

On this account they should sing the scales in all the keys, many times in the course of the lessons — and always when they manifest a propensity to sing out of tune.

The opposite fault of sharping from the pitch, is by no means common. It is remedied generally as soon as mentioned. It arises frequently from the habit some have of striking the notes with violence, as if they were all designed for explosive tones and marked thus >.

There are other faults under the head of Tune or Melody, which prevail extensively. Some of them are alluded to in Art. 172, (Rule 2.) Some persons have a habit of introducing every sound with a preparatory jerk or grunt — in consequence of which they arrive at the sound itself too late for the time — to say nothing of disfiguring the performance.

Again, another fault—Singers of Base are very much in the practice of sliding the voice from one sound to another, especially in the cadences. As the intervals in this part are oftener fourths, fifths and eighths, than in the other parts, the singers like to get along by this easy process.

- 3. ARTICULATION. Many of the faults under this head have been alluded to in Art. 155. They are,
- 1. Indistinctness arising from not giving the consonants all of them with force and quickness, and from not retaining the vowel sound in its proper form.
- 2. Incorrectness. This fault is owing to the want of education, but is happily, rare, in New England.
- 3. Indistinctness and incorrectness both occasionally occur in consequence of the difficulty of executing the notes.
- 4. A common fault is to make two syllables of such words as fear, eye, there, more, Lord, (pro. Law-wud) and many others.
- 5. Another fault is to dwell upon those consonants which admit of extension, such as l, m, n, r, f, s, c, z. These require just so much time and no more to be given them, as will make them audible.

4. Breathing. The habit of inhaling the breath in an audible manner is a vicious one.

Also, breathing at regular intervals.

Singing when the lungs are almost exhausted of air.

Failing to inhale a full supply, when possible.

Wasting the breath. All bad.

Many faults in breathing are owing to the improper constraints which the fashion of dress imposes upon the free play of the muscles of the chest.

The best way to correct faults in Time or Tune or any other particular, is for the teacher to imitate them with his own voice, taking care to exaggerate them somewhat that they may be seen by all. Then sing the passage correctly.

Describe in each case as far as practicable the particular cause of the difficulty.

If the fault be in time, shew in what measure, on what note; and whether the beginning or end of the note, it begins to be committed.

If in Tune — point out the cause of the particular error.

ART. 175. The teacher may proceed in the latter part of a term to practice entirely with words — carefully correcting every fault, in accent, emphasis, pauses, and grouping of words.

ART. 176. It is much better to have a moderate catalogue of tunes well committed to memory and correctly sung, than to skim over in a superficial manner, a large number.

ART. 177. Chanting may be introduced soon after the class commence singing the words. Directions are given for this practice in the latter part of the book.

ART. 178. Short anthems and sentences, may be sung toward the close of the term, but it is not expedient to sing many in a first course of lessons, under ordinary circumstances. The same strict attention should be given to accent, emphasis, pauses and every other element of good performance, in the singing of chants and anthems, as in psalm tunes.

ART. 179. The class should be exercised in singing from the Hymn book, other suitable words than those adapted.

CHAPTER XV.

THE CONDUCTOR.

ART. 180. At the close of a school it is the custom for choirs to choose a Conductor or Leader. The proper qualifications for this officer do not seem in all cases to be well understood. A few words upon this topic may not be amiss.

It has been the practice formerly and it is now, to a considerable extent, to select the man who can sing Tenor the loudest, without regard to any thing else. It is certainly very well that the Conductor should have a powerful voice, but it is by no means absolutely essential.

The requisites are these —

1. He should be a man against whom as a man there is no well founded objection.

2. He should possess good taste and judgment.

3. He should be accurate in Time. This is indispensable.

4. He should have confidence in himself.

It is of little consequence whether he sing Tenor or Base or play the violin or the organ, and it is not absolutely necessary that he should sing or play at all. It is worth much more to have such a man barely to direct the performance of a choir, if he do not sing or play a note, than to have the best singer or player who can be found, who is at the same time destitute of any one of these qualifications.

ART. 181. The practice of choosing leaders, as it is called, for the several parts, is worse than useless. It seldom fails to give rise to envyings, hatred, malice and all uncharitableness. It is not possible it should do any good whatever.

ART. 182. There can be no necessity for choosing vice-leaders or persons to conduct in the absence of the regular leader.

ART. 183. The singers ought to hold themselves in subjection to the just authority of the conductor, and so to act and so to sing as to contribute to produce the best united effect; and not be anxious merely to

display their personal skill and power of voice. In a choir individuality should be merged in the mass.

ART. 184. A choir ought not to quarrel with their conductor, and remove him from office unless there are strong reasons to justify it. A change ought not to be made in this office until there is abundant reason to believe that the choir will be benefitted by it: and it is to be remembered that nothing is gained by exchanging a leader obnoxious to one portion of the choir, for another equally disagreeable to another portion. Neither is it of any use turn out a leader with one set of faults, and put in another with a different set of faults. It is the easiest thing in the world to make objections to the present administration, but it is not always quite so easy to set up one on the whole to be preferred to it.

ART. 185. Let choirs study peace, union - let individuals practice

conciliation and let compromise triumph over every difficulty.

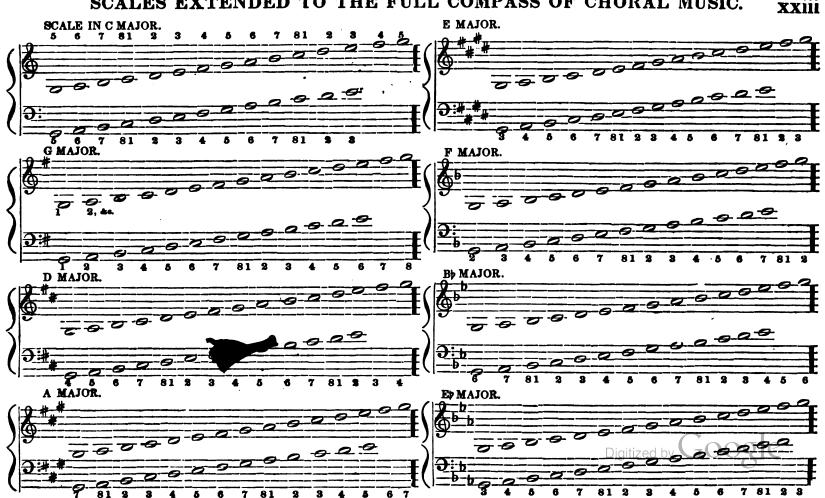
ART. 186. Practice abundantly — learn every piece thoroughly — be at your posts on the Sabbath punctually — and remember that a little sacrifice of personal feeling and preference, will be sure to bring an abundant reward.

ART. 187. INSTRUMENTS. These should not be introduced into school, (except one perhaps in the hands of the teacher,) until the class have sung by the syllables as much as is intended, and have become acquainted with the rules applicable to the singing of language. Many instruments are not desirable unless they are exceedingly well played. A Double Bass is useful when played smoothly and gently, otherwise it is the worst thing possible. No kind of 'flourishing' or attempted embellishment should be allowed, for the instruments are designed to support the voices and not to be heard above them — so as to withdraw attention from the words sung.

ART. 188. The organ is the best accompaniment, when properly played, but is too often perverted from its proper function, to become the leading and most prominent part of the performance.

Great skill, sound judgment and fine taste may admit some degree of departure from the strict text, but people of limited attainments will find that modesty in the manner of performance, will be likely to gain for them more credit than abortive attempts at display.

SCALES EXTENDED TO THE FULL COMPASS OF CHORAL MUSIC.

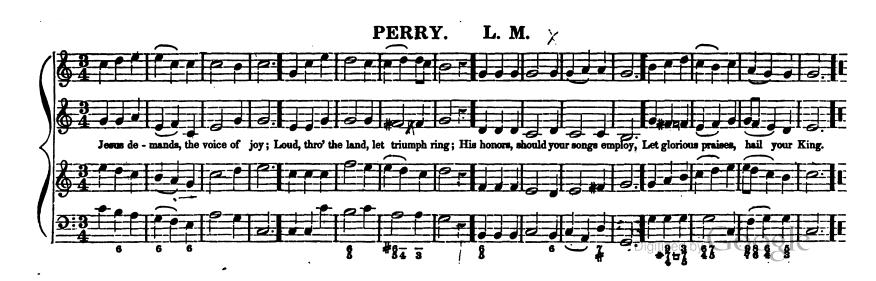


SCALES, CONTINUED. * XXIV D MINOR. Ab MAJOR. G MINOR. A MINOR. 00#90609 0000 3: 6 C MINOR. E MINOR. 81 2 3 4 5 6 7 81 2 3 4 7 7 Three minor scales sometimes used, are omitted for want of room, viz. Fi minor, (###) Ci minor, (iiii) and Fi minor (bbb.) The learner will do well to refer to the scales above written, when about to learn a new tune. He will find great advantage also in committing to memory the following. B MINOR. If F be sharp, DO is in G. If B be flat, DO is in F. "F&C" "B&E" " " " B. " F. C & G " " A. " B, E & A 44 44 F. "F, C, G&D " " " E. "B, E, A & D " " " A. . In this work, it will be noticed that the words are not punctuated according to approved grammatical rules or rather, there are more commas than those rules require. The object is to indicate to the performer, the proper grouping of the words, with reference to inhaling the breath.

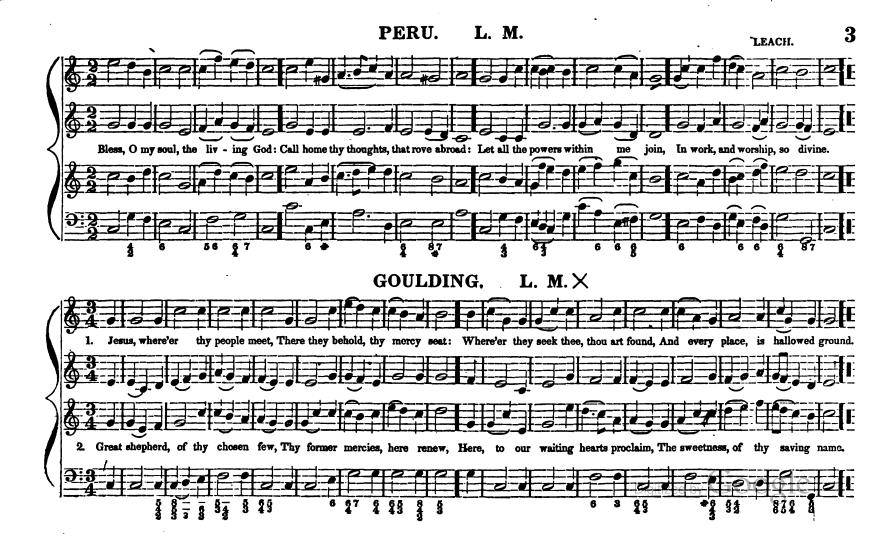
SONGS OF SACRED PRAISE,

OR

THE AMERICAN COLLECTION.



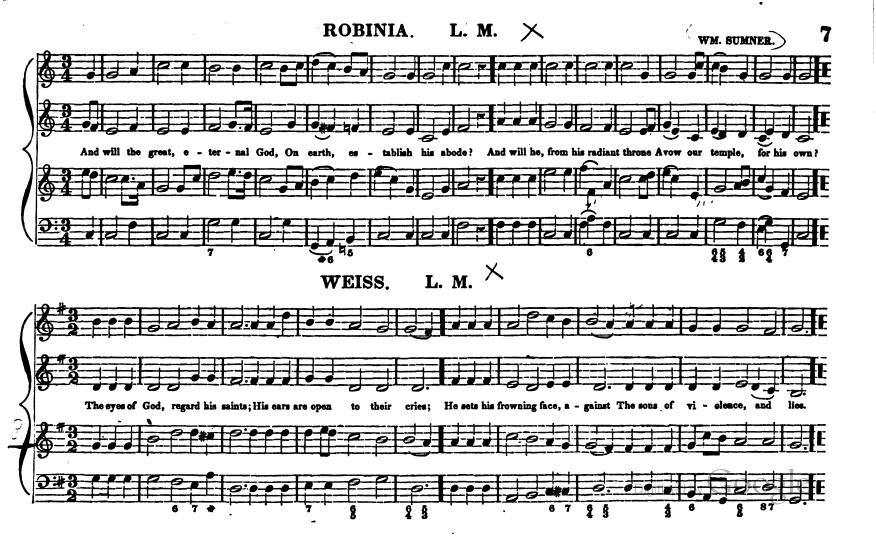














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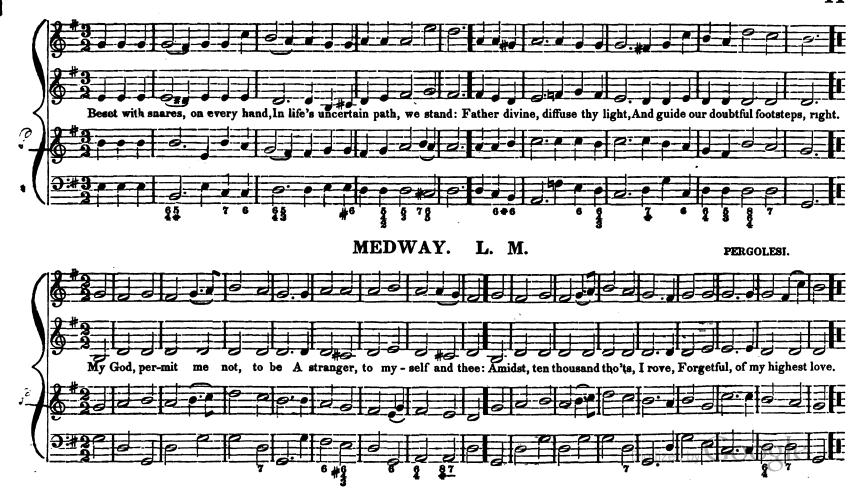


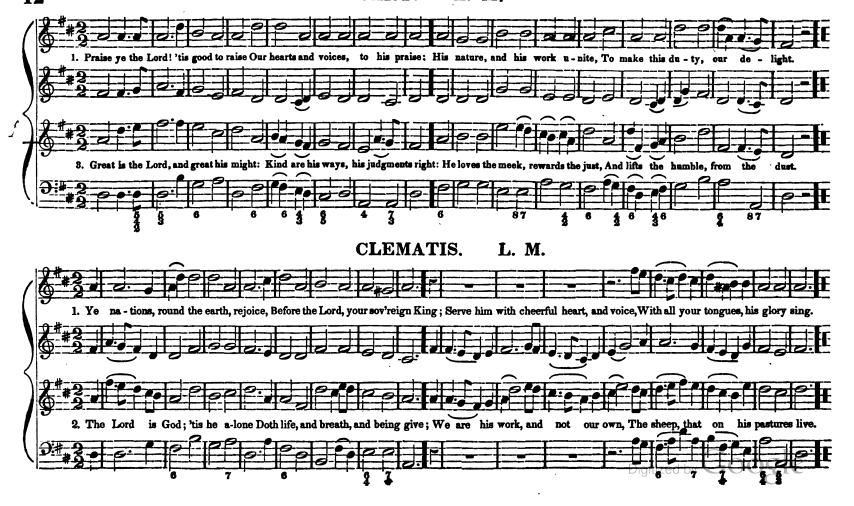




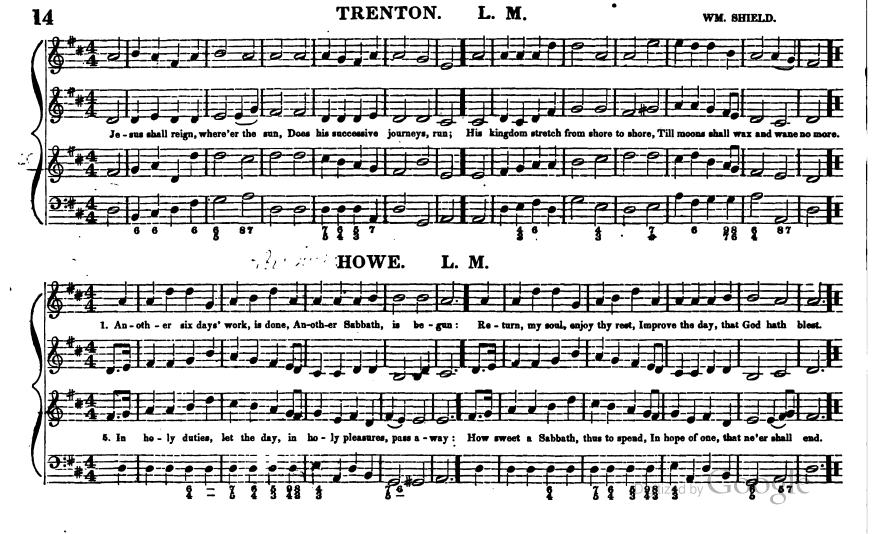
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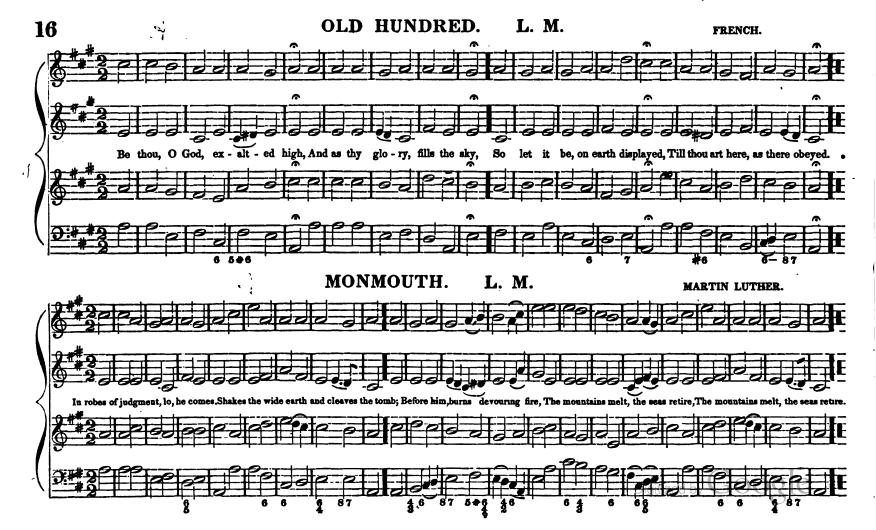


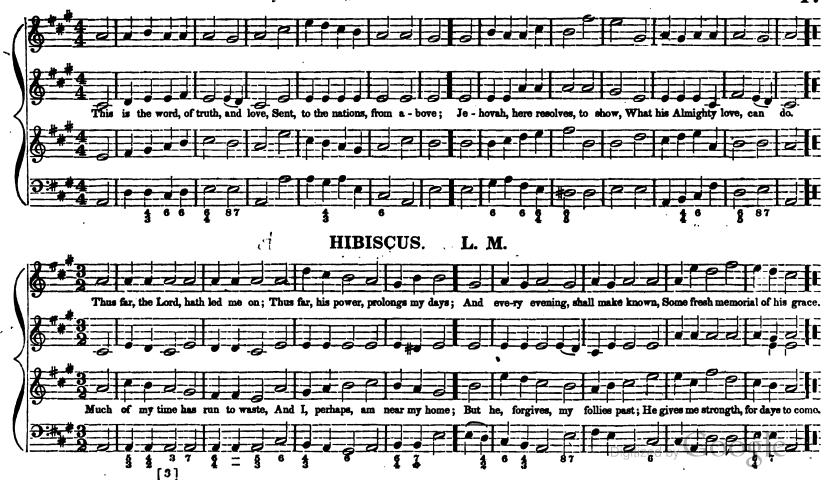


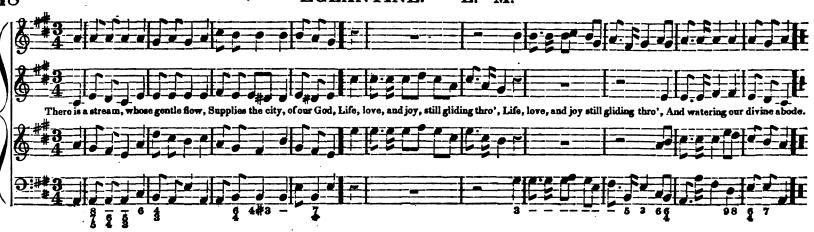


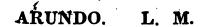




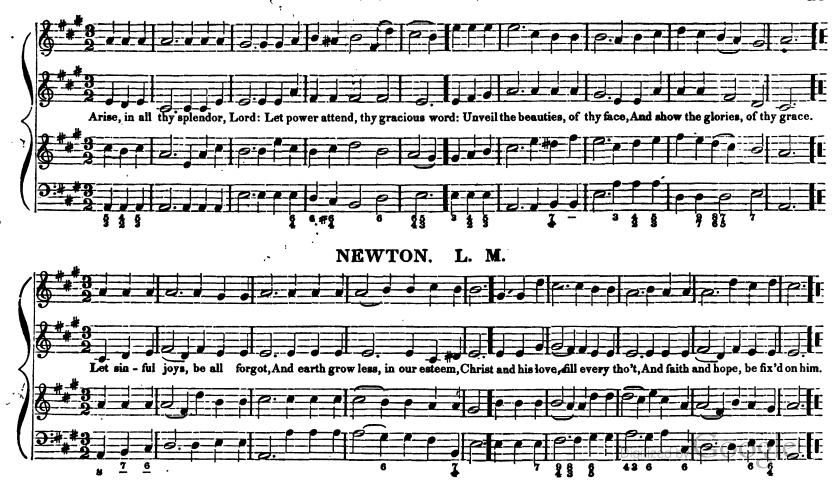












HAVEN.

L. M.









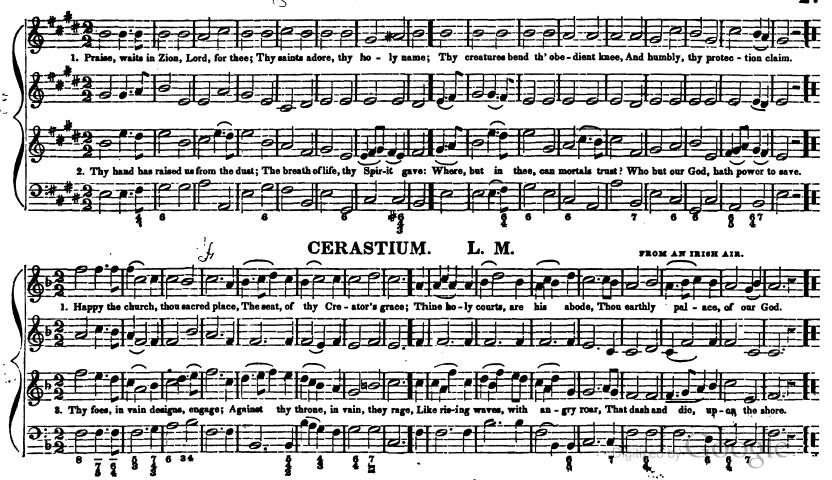
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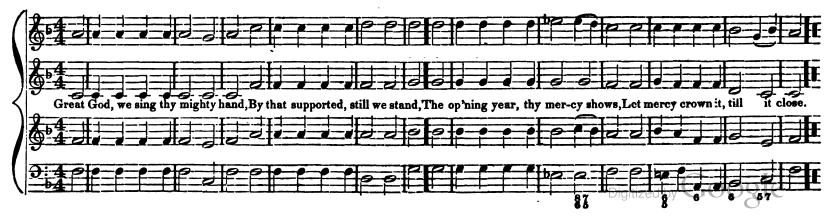








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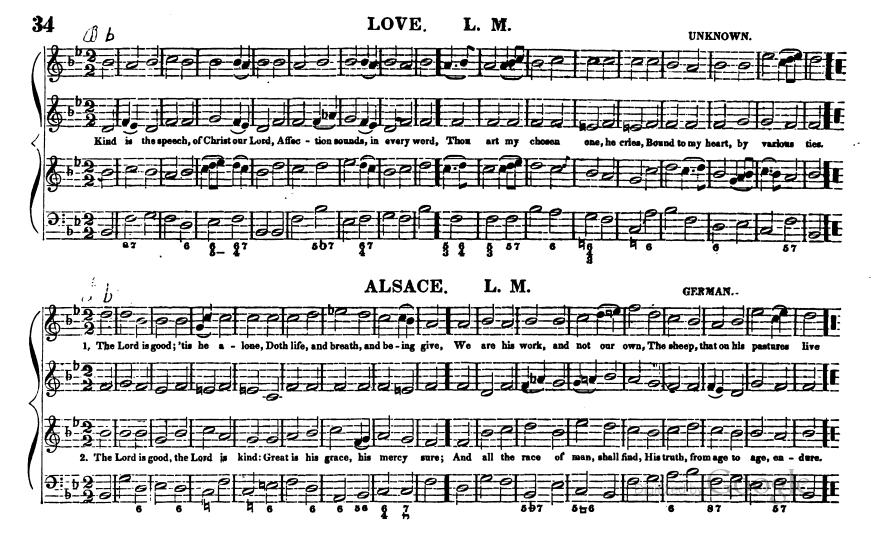




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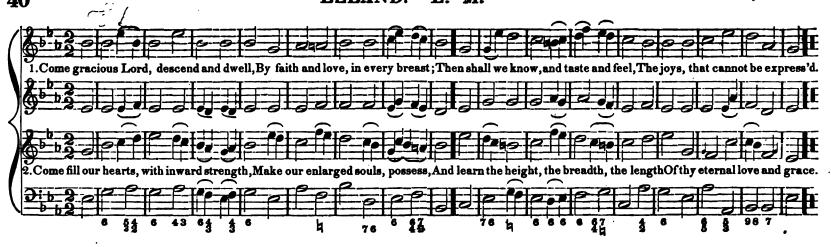








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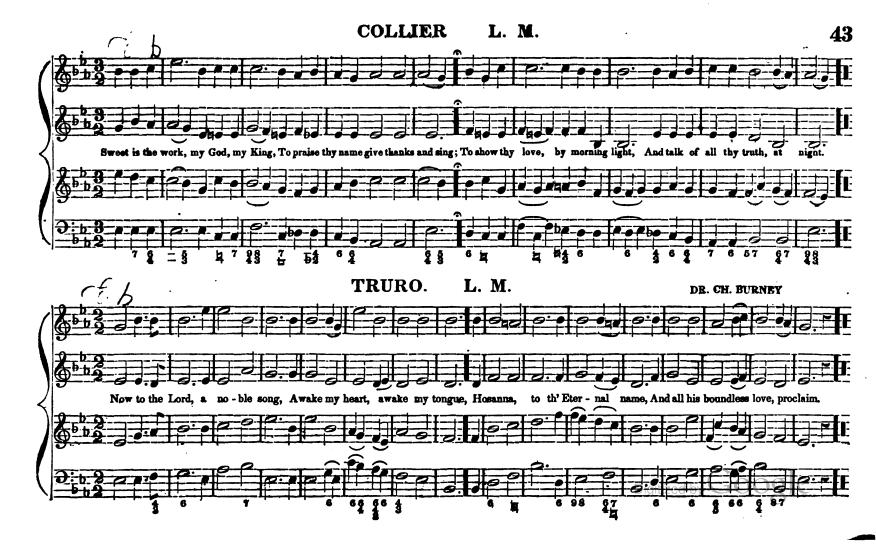


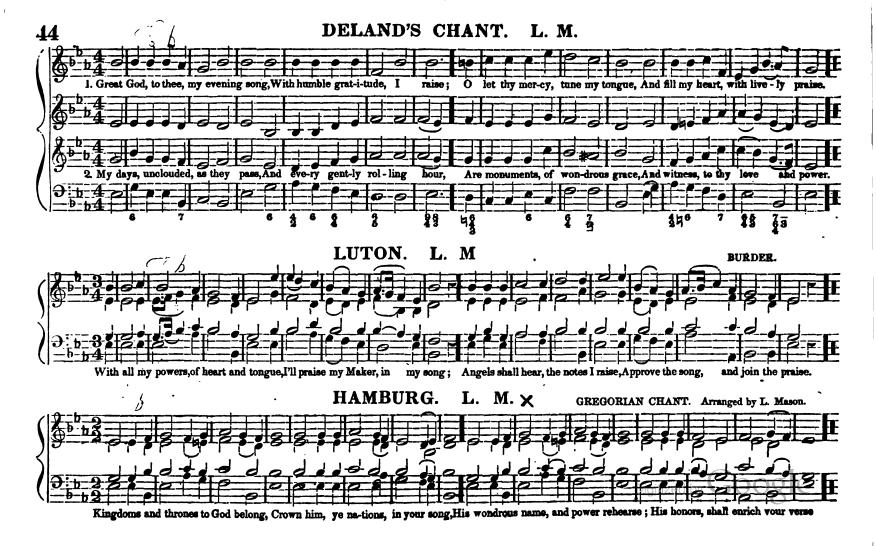


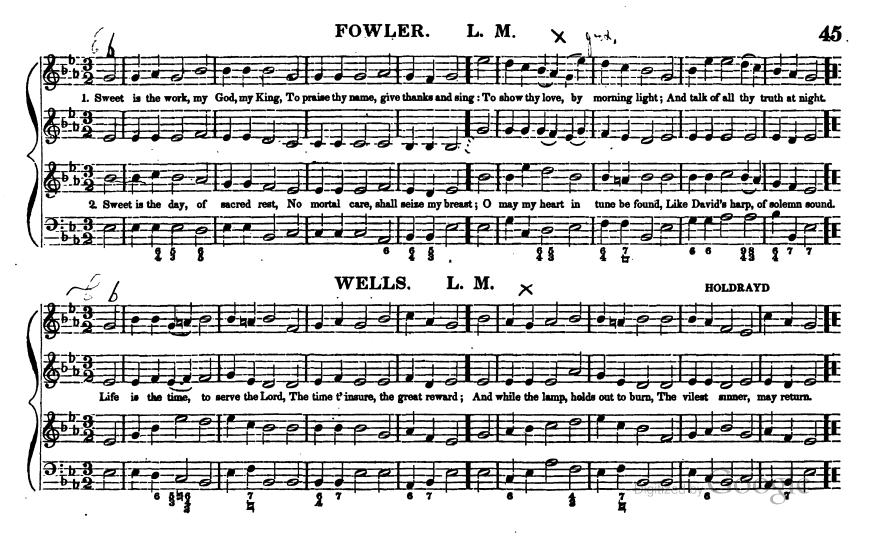










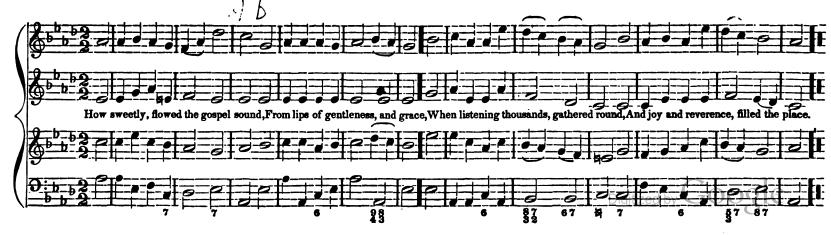




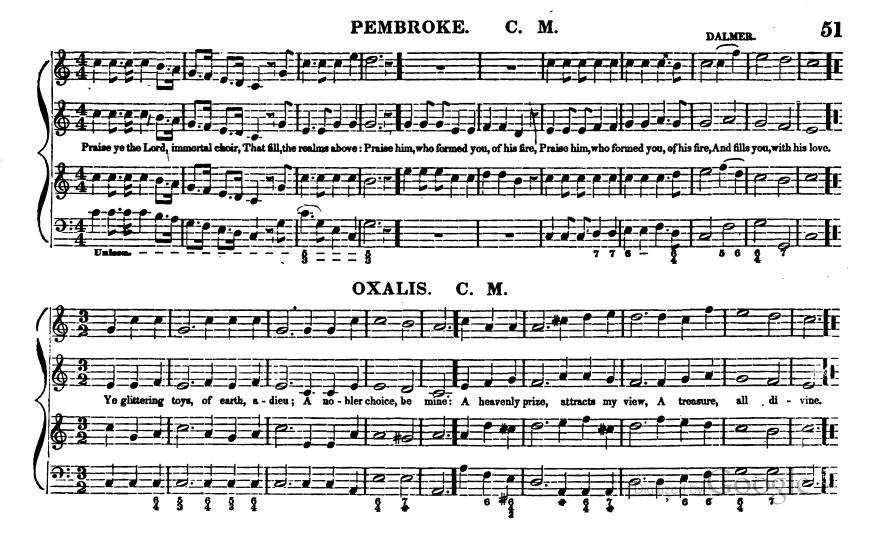


(MINOR.)



















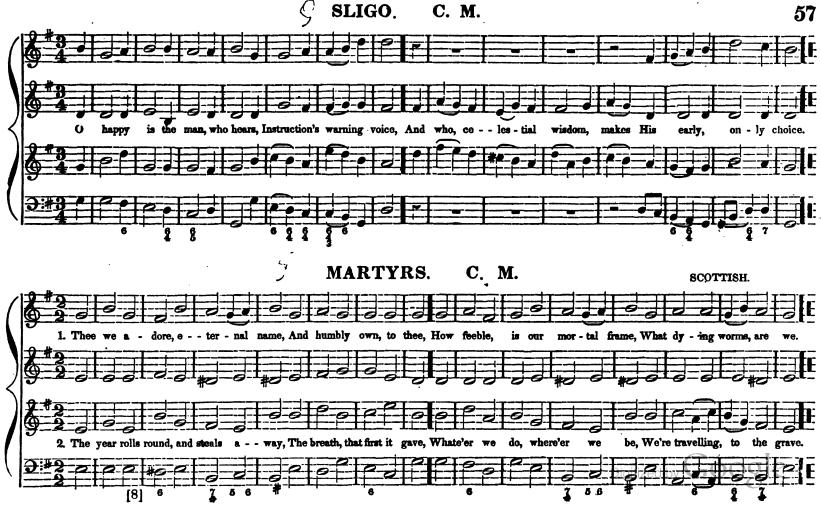
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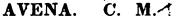
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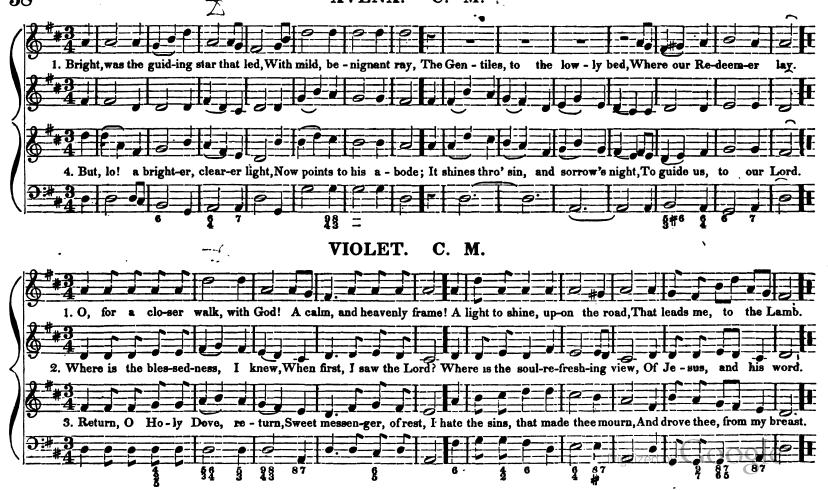
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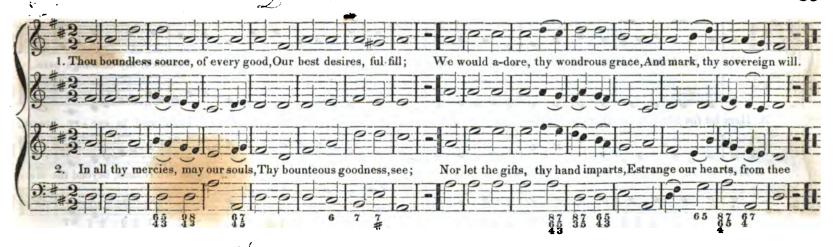






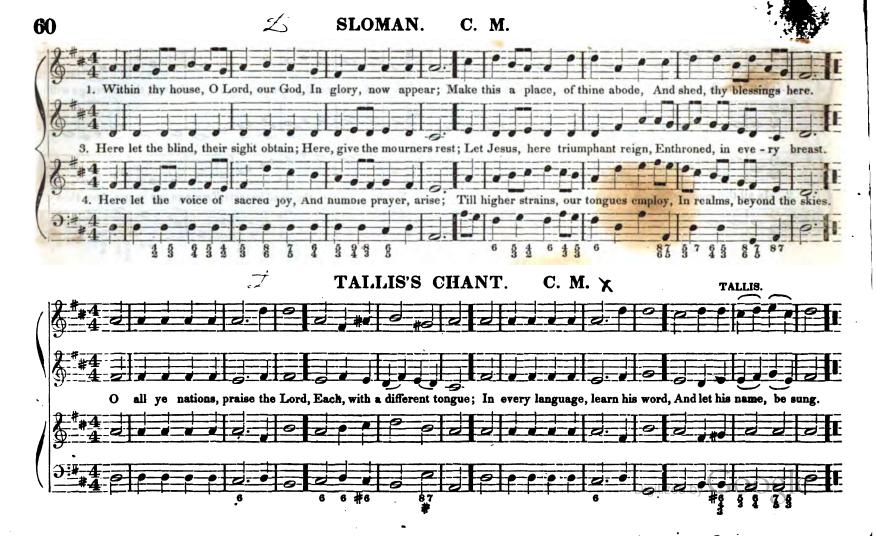


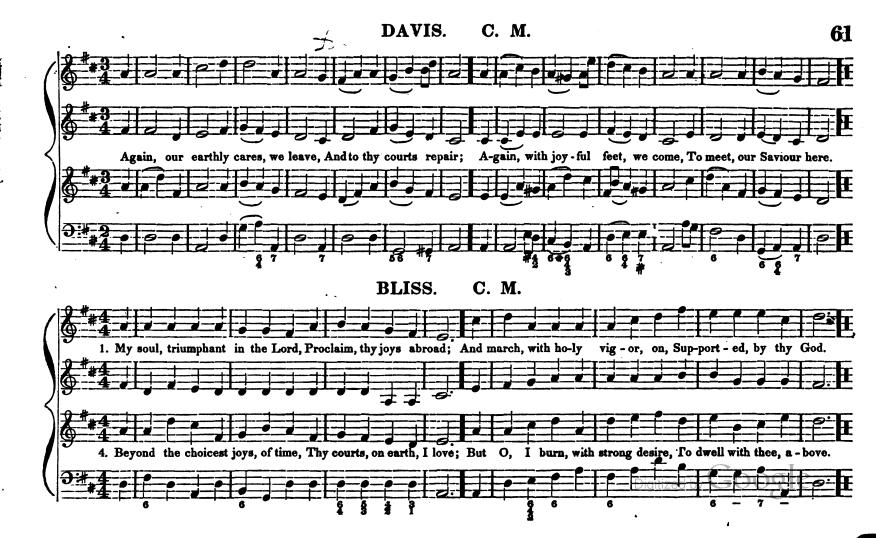


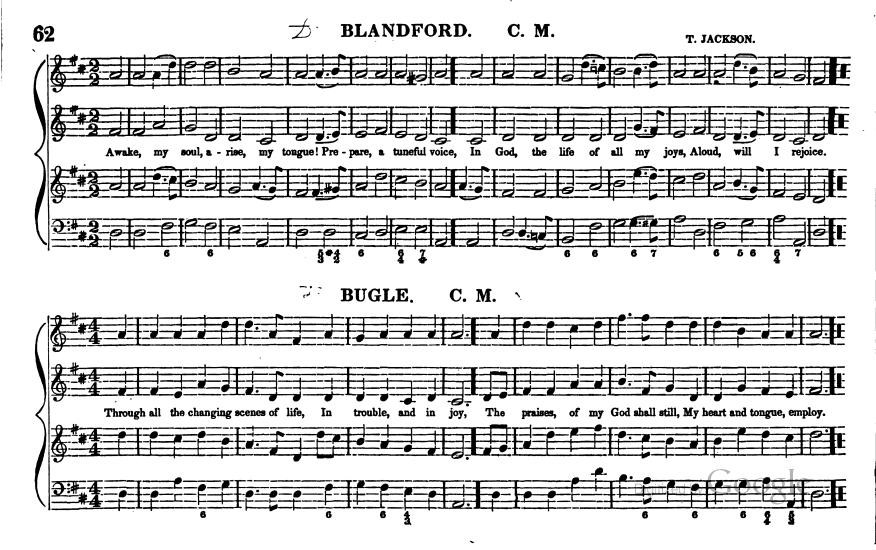


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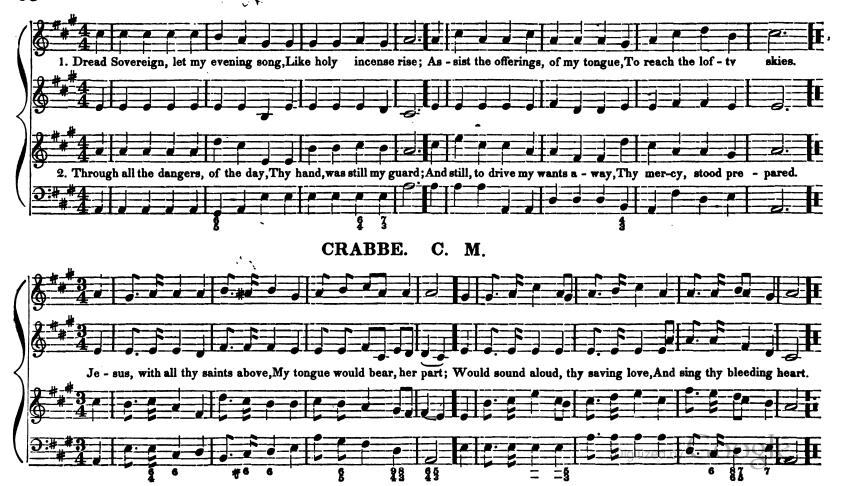




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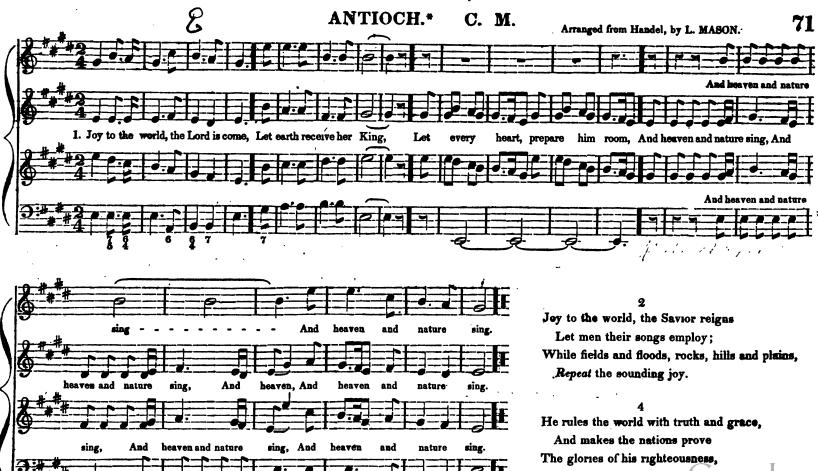










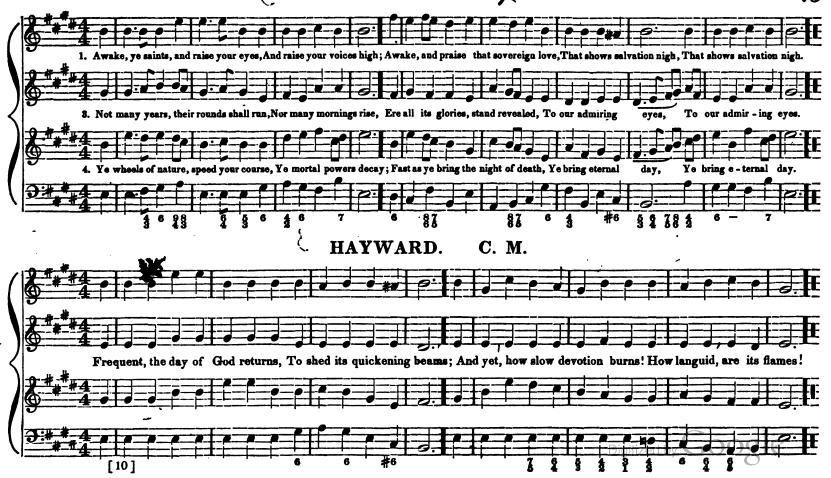


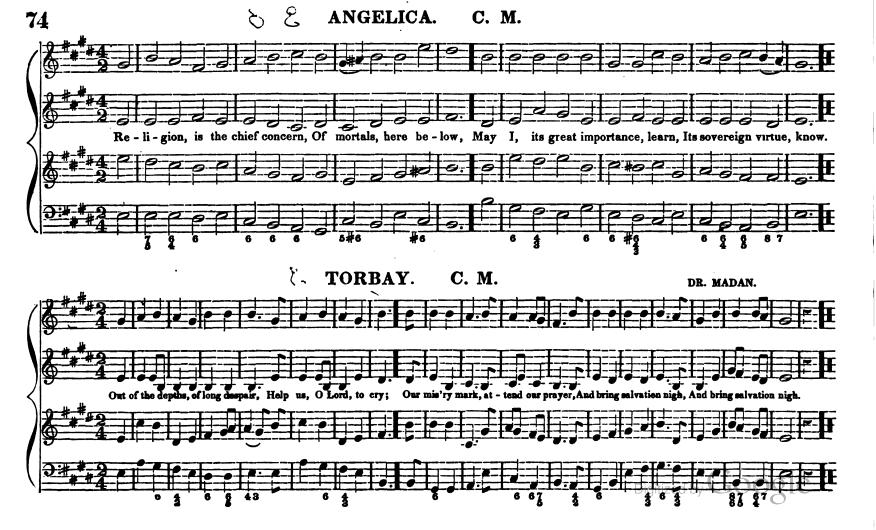
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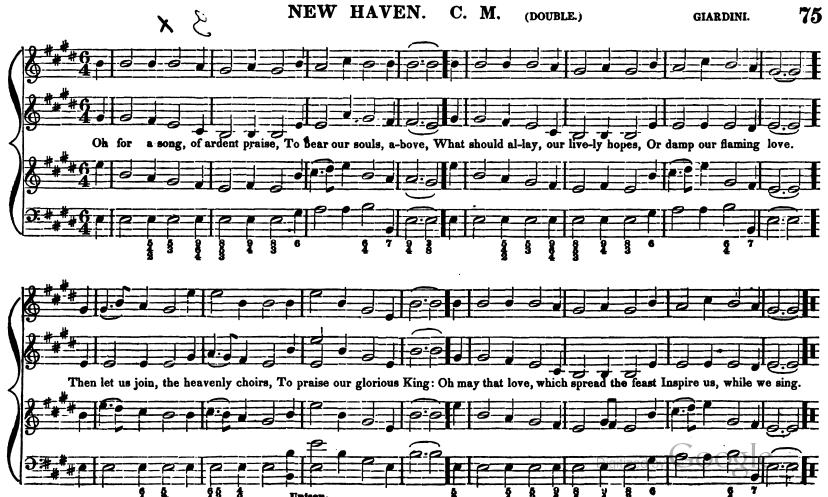
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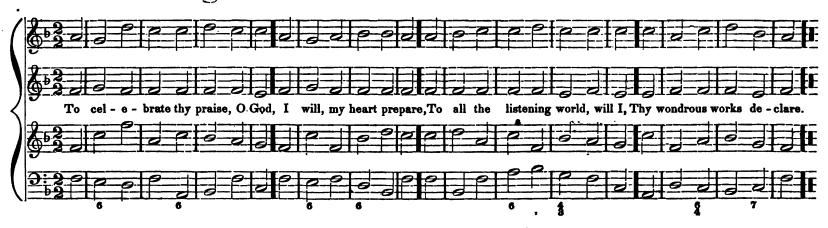


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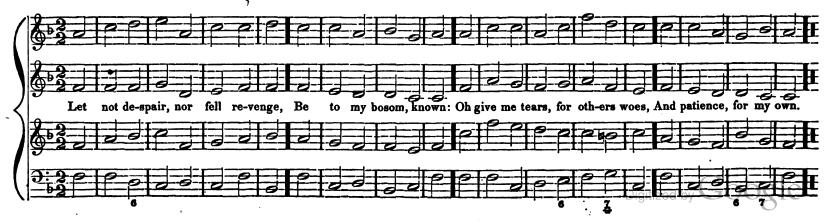






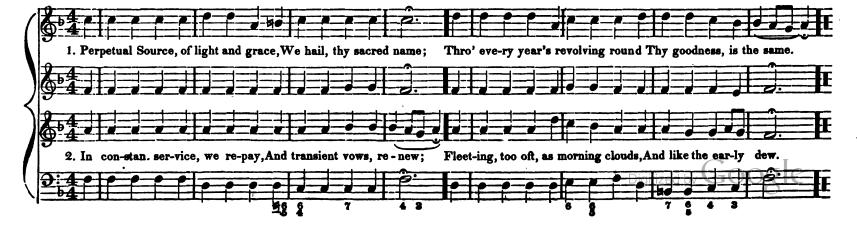
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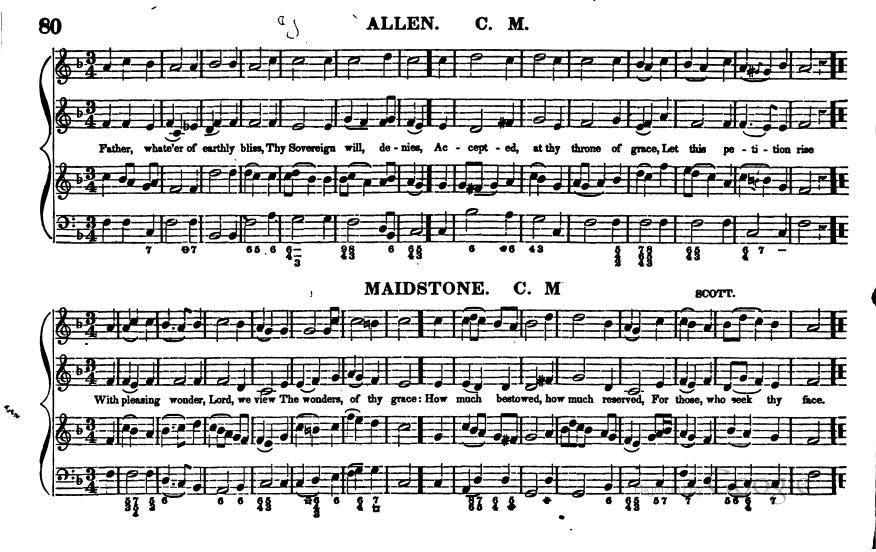


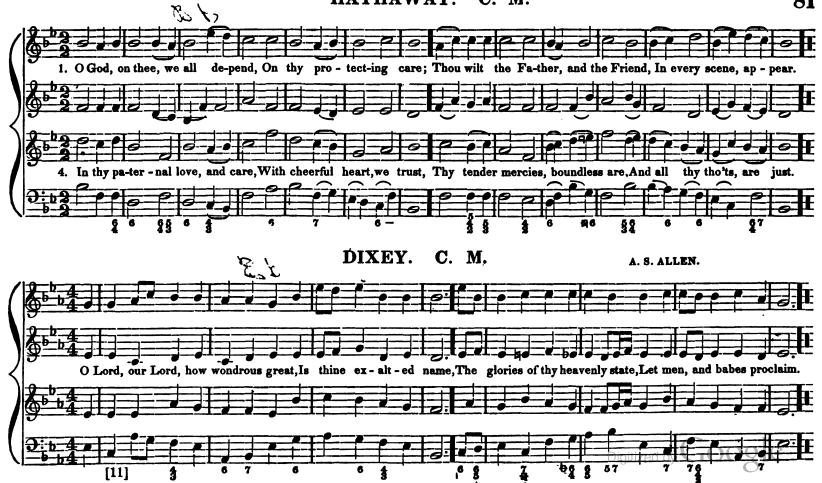
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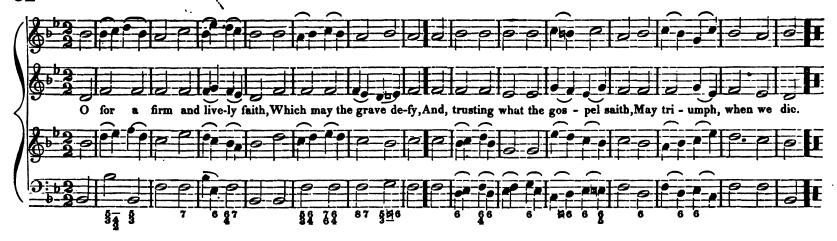






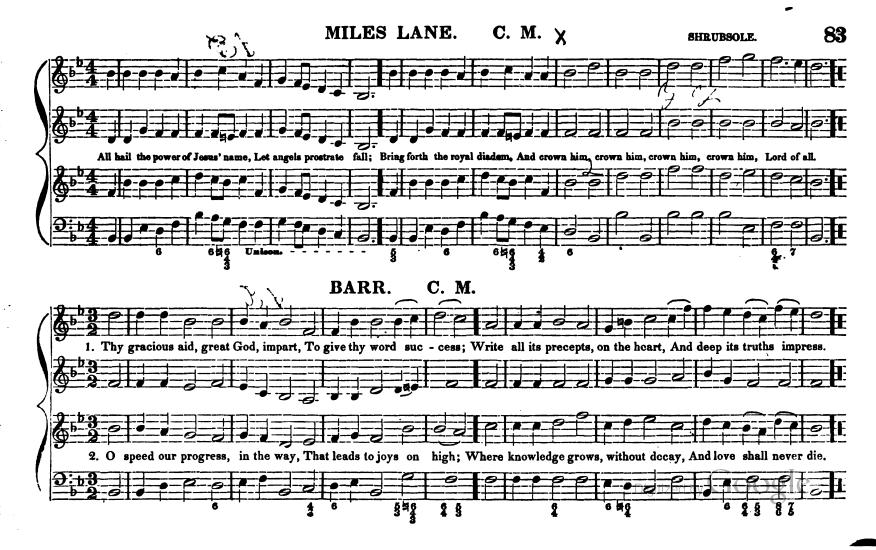




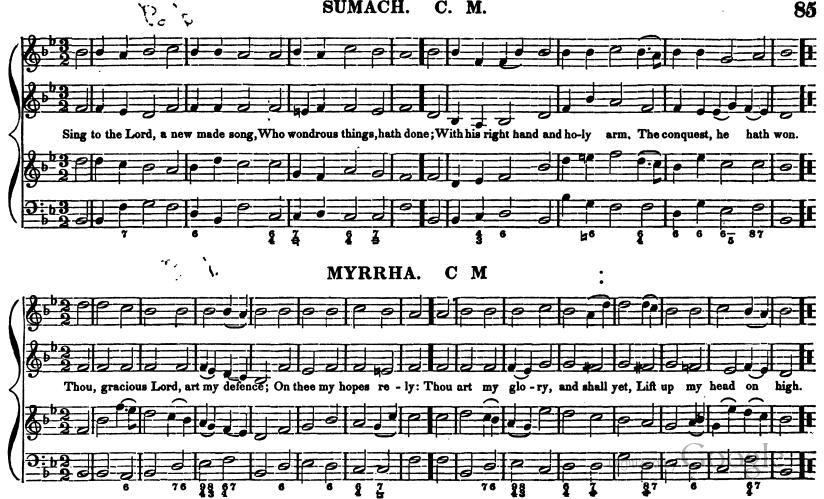


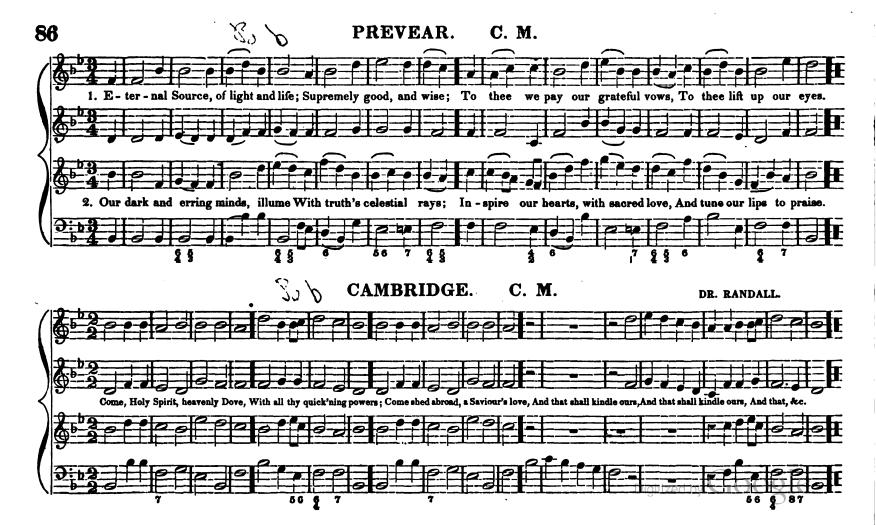
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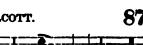


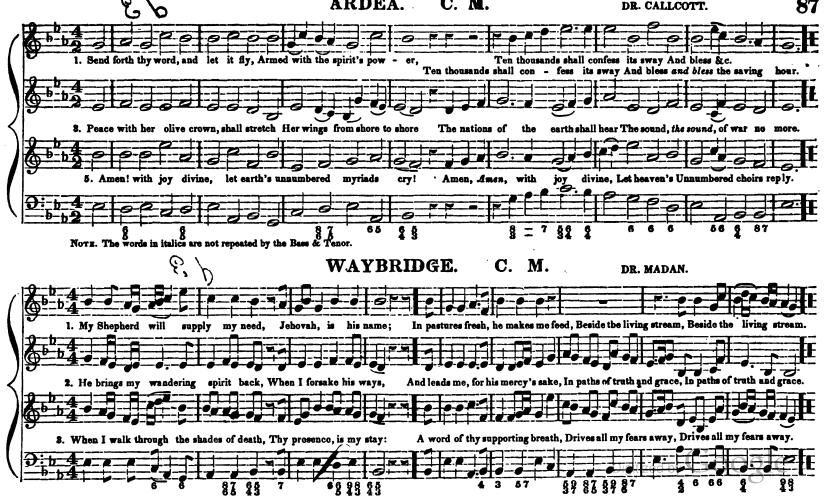


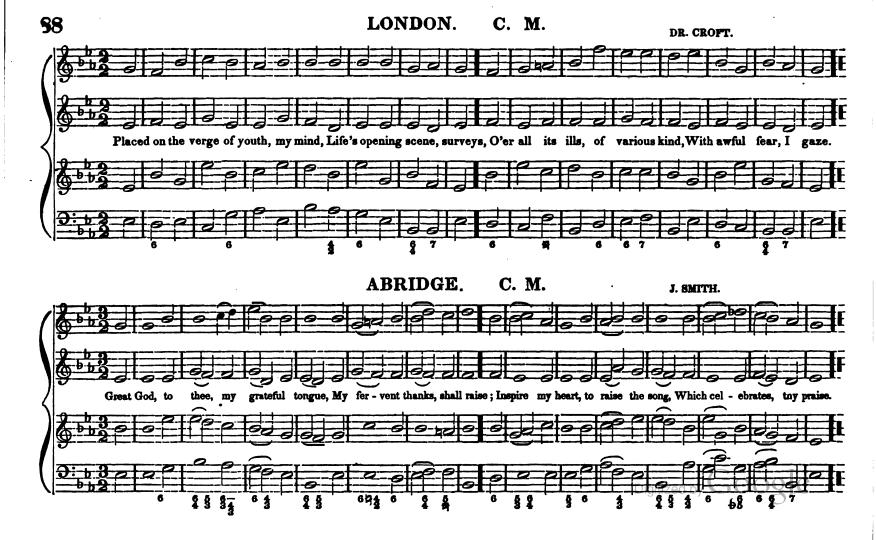




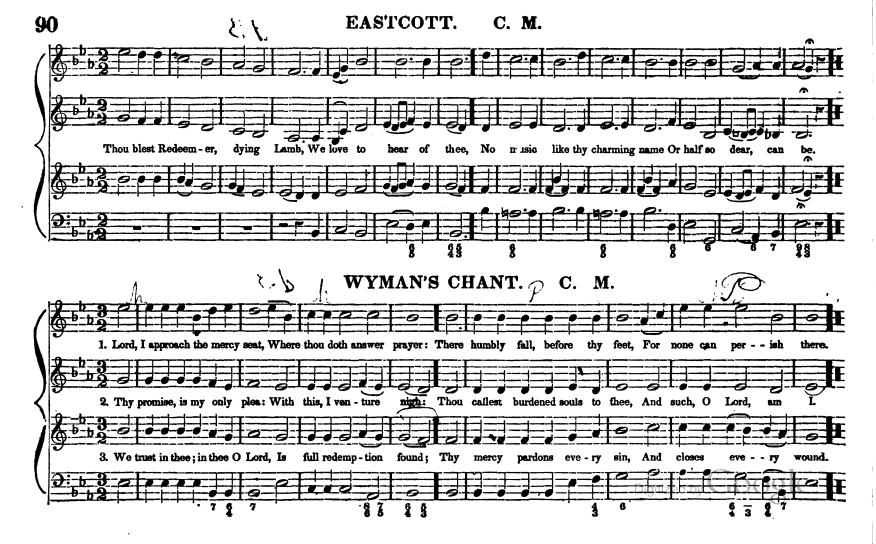










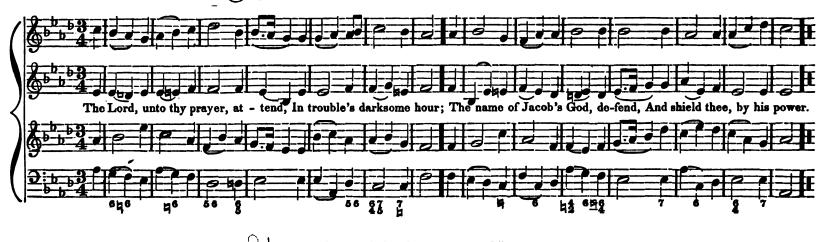


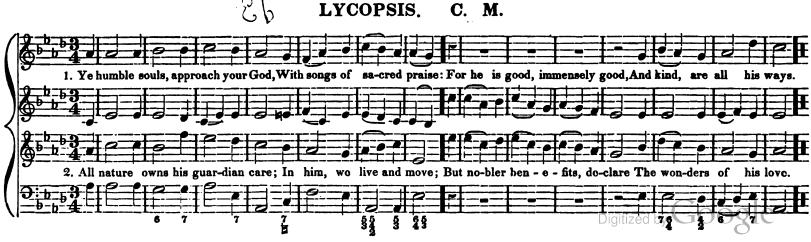


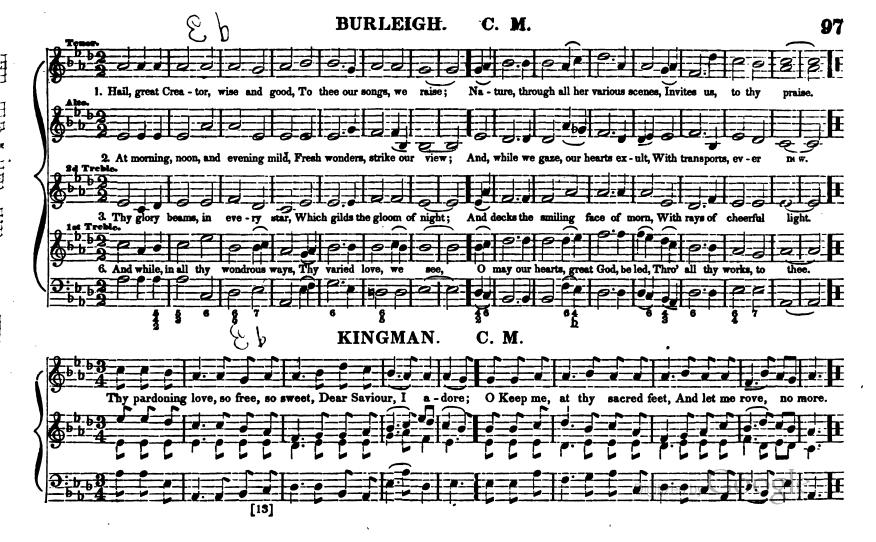






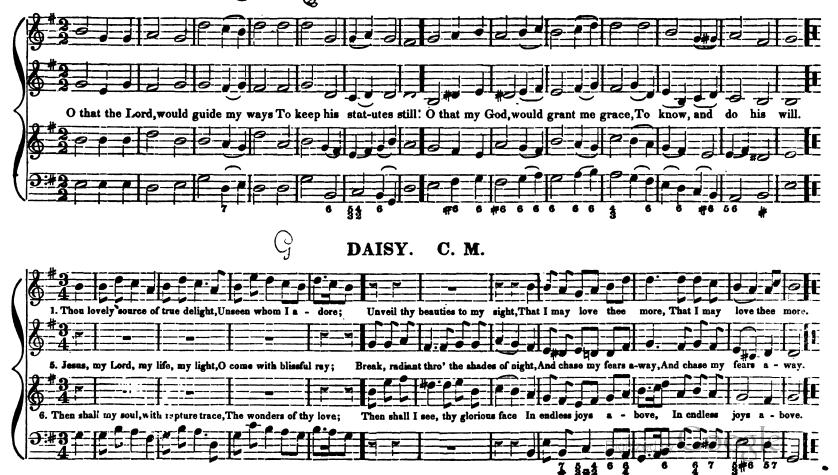


















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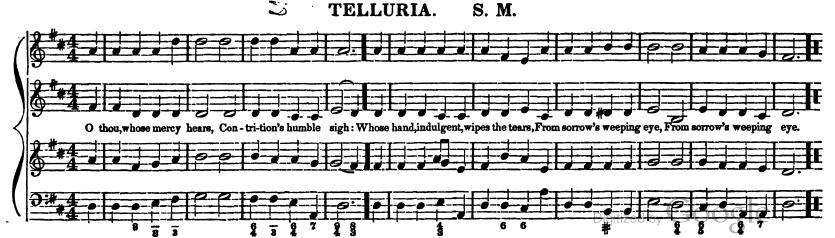




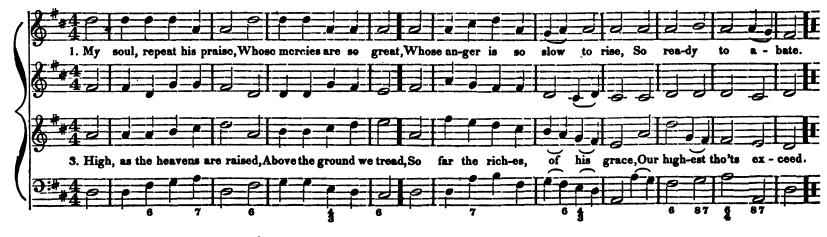






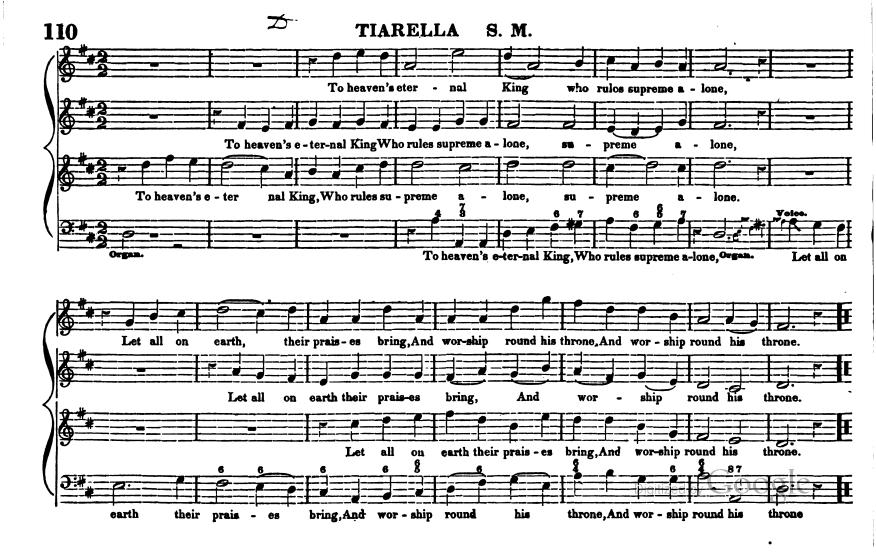


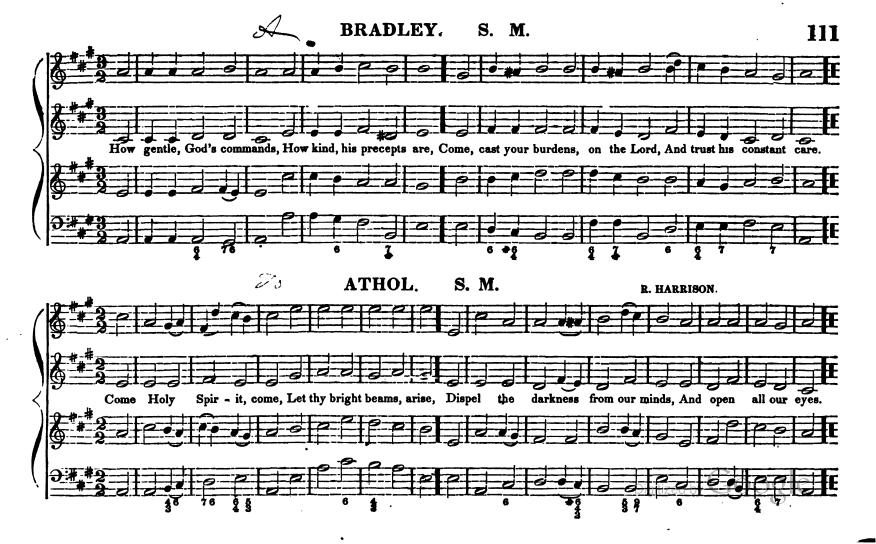


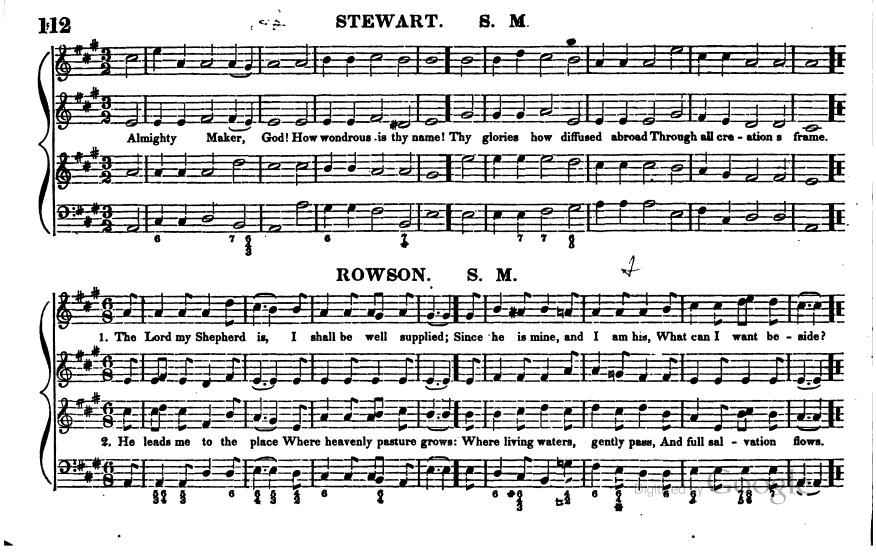


ST. AGNES' CHANT. S. M.

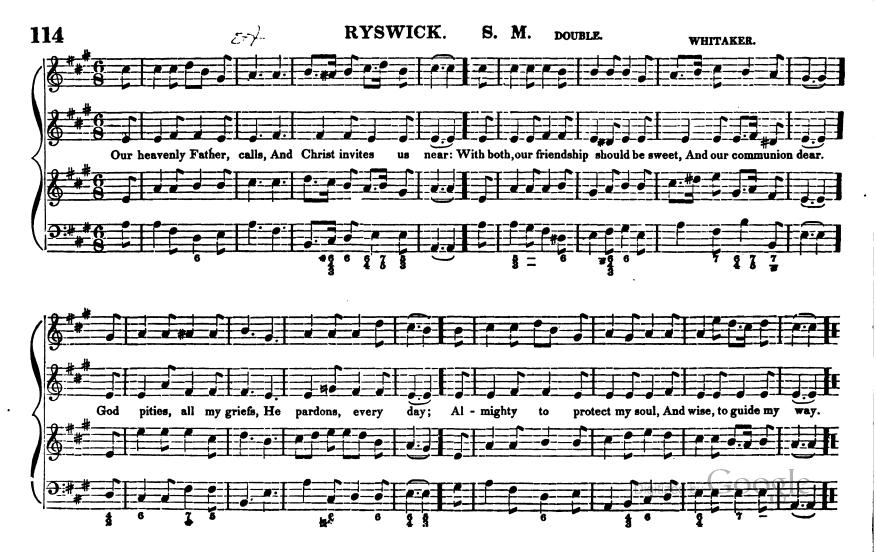


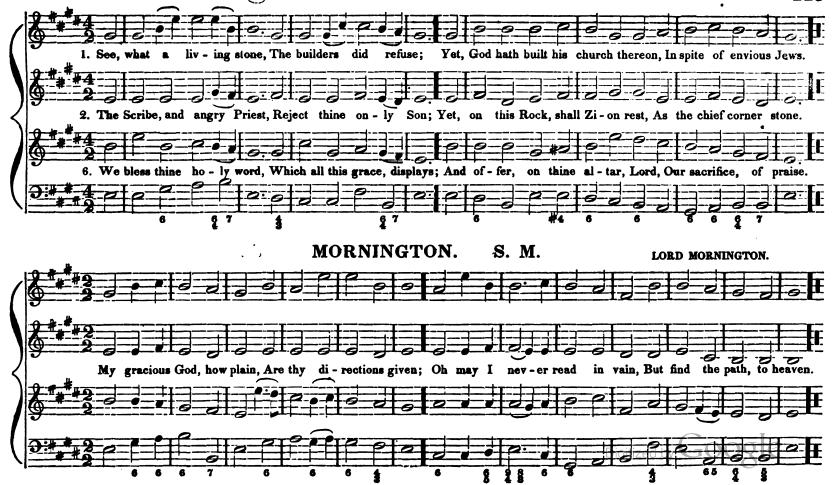






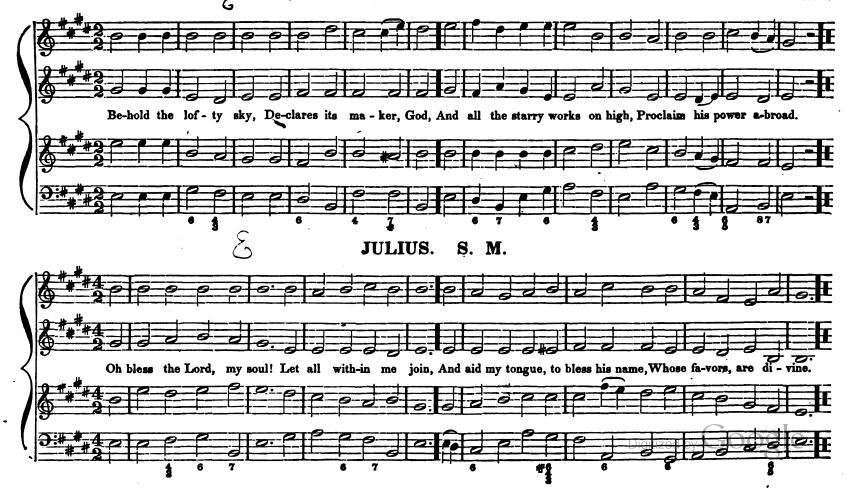


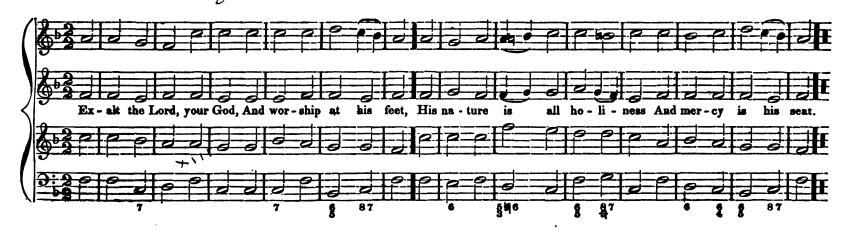












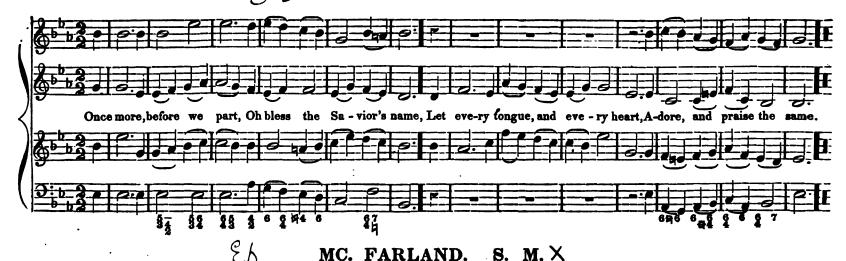


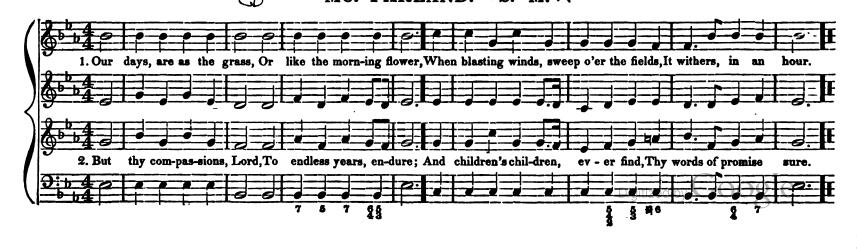




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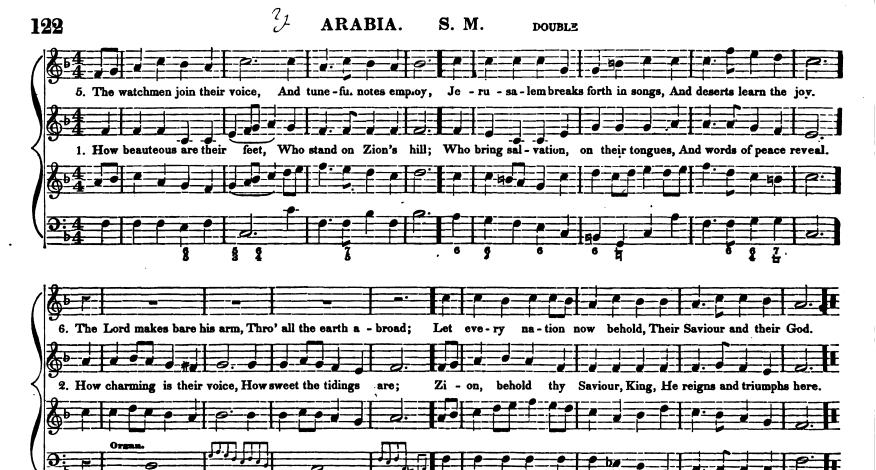








S. M



S. M.

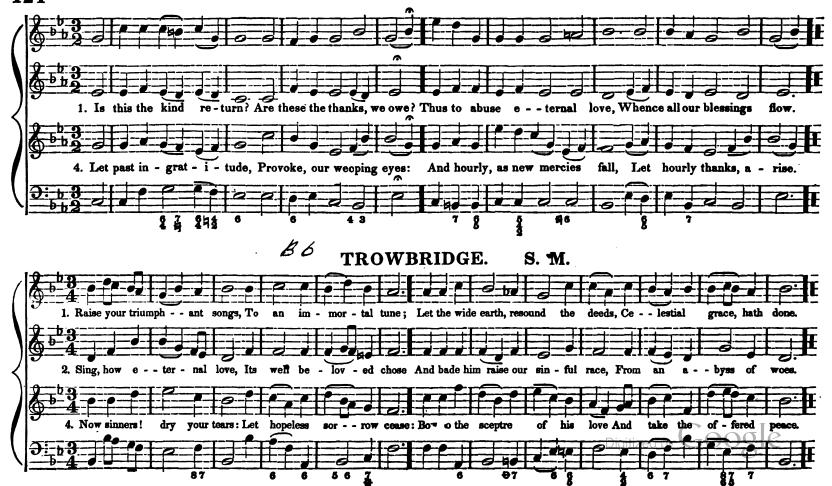


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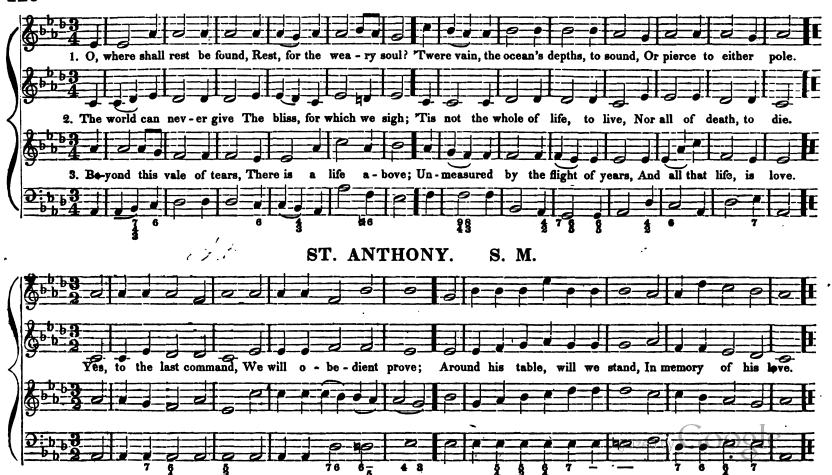
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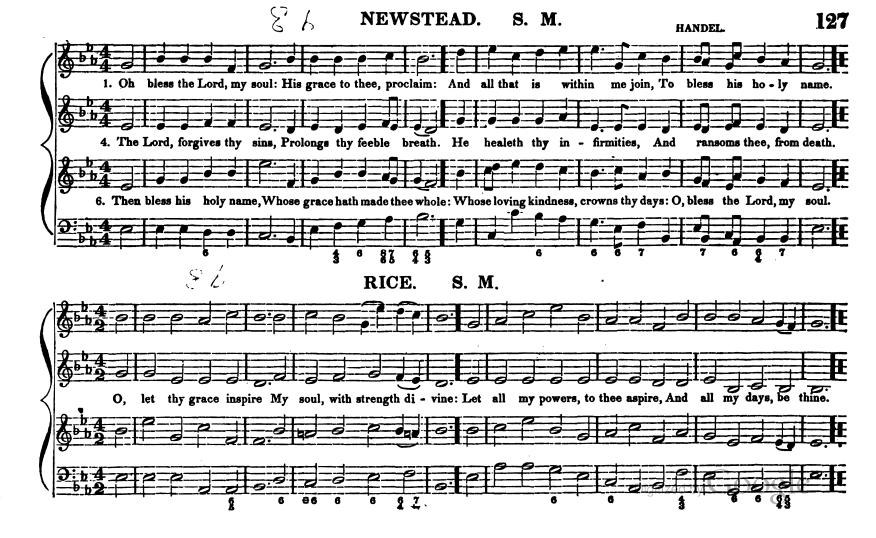
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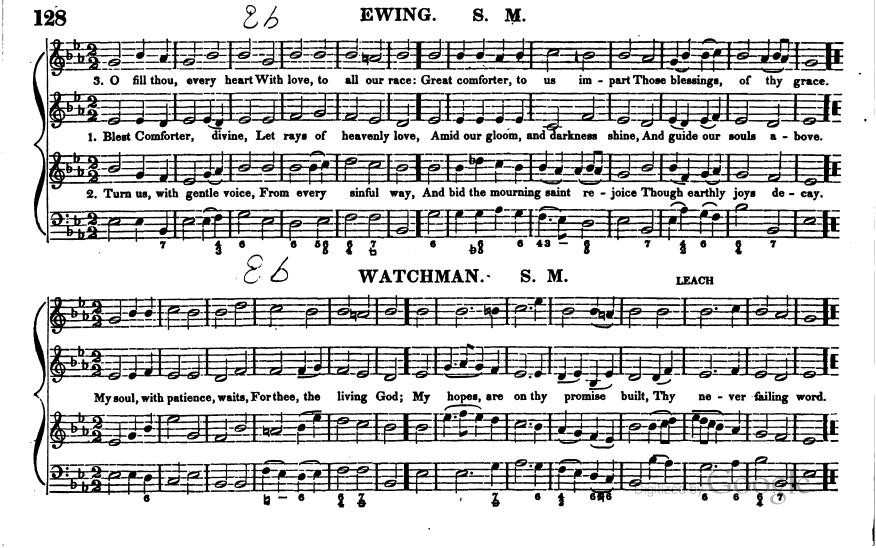
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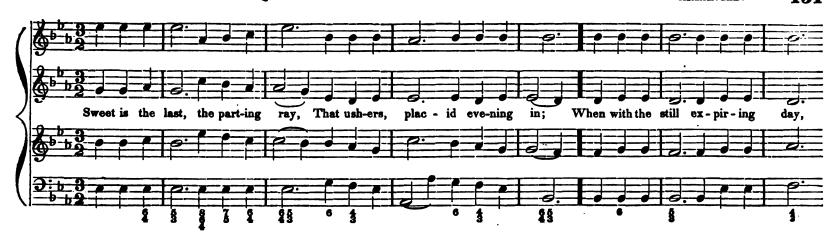


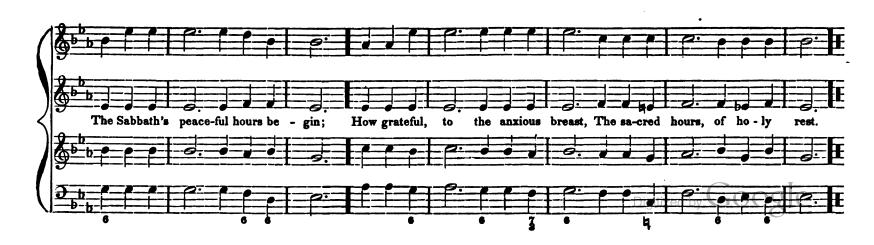


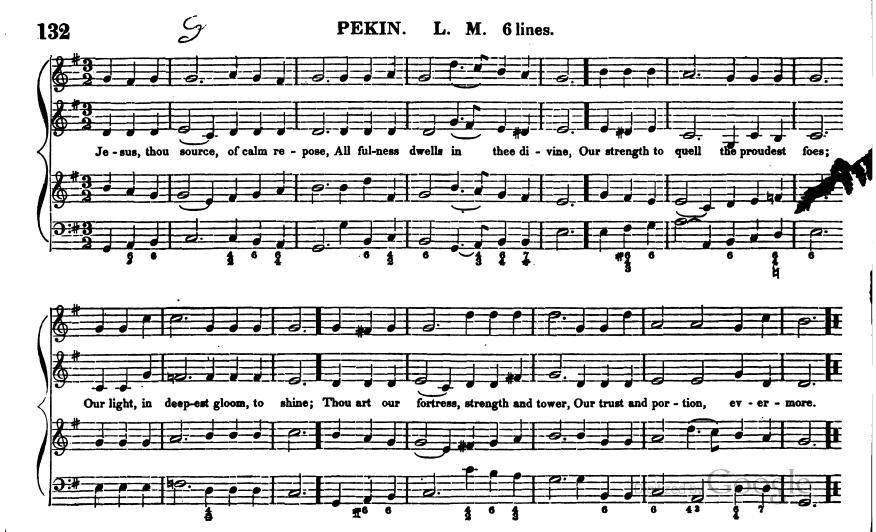


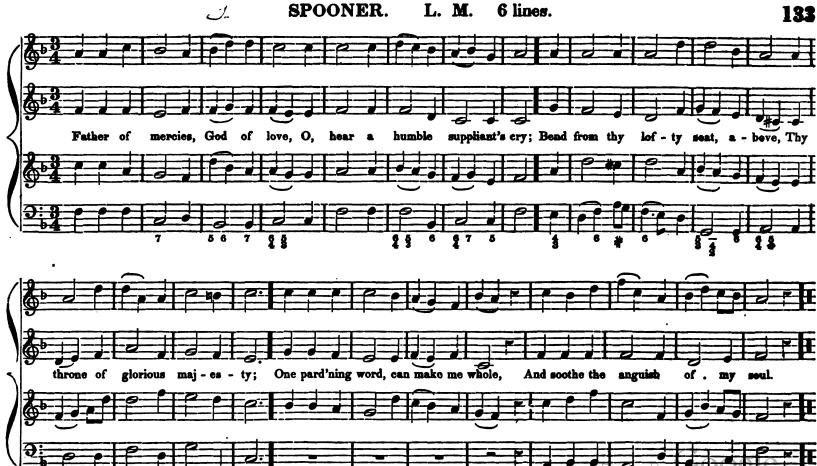








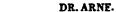








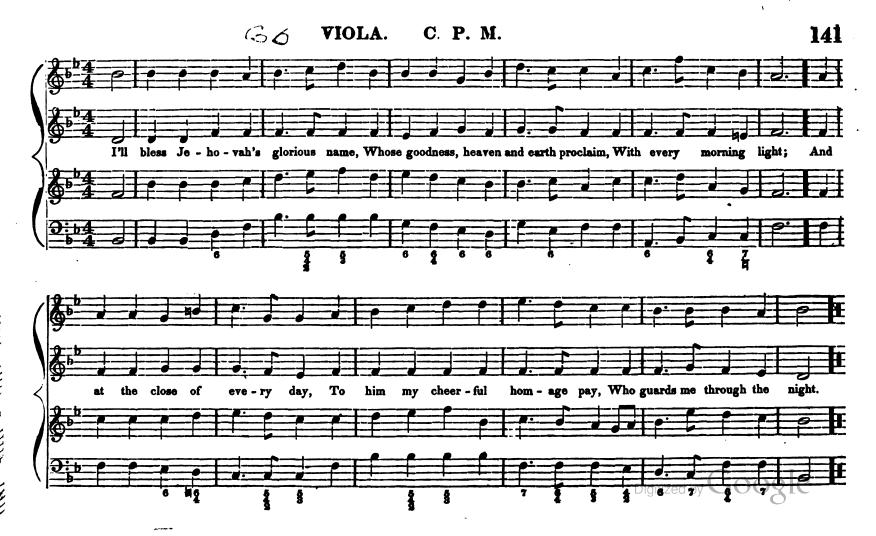








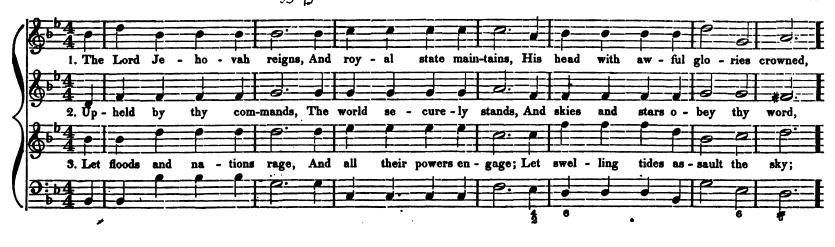








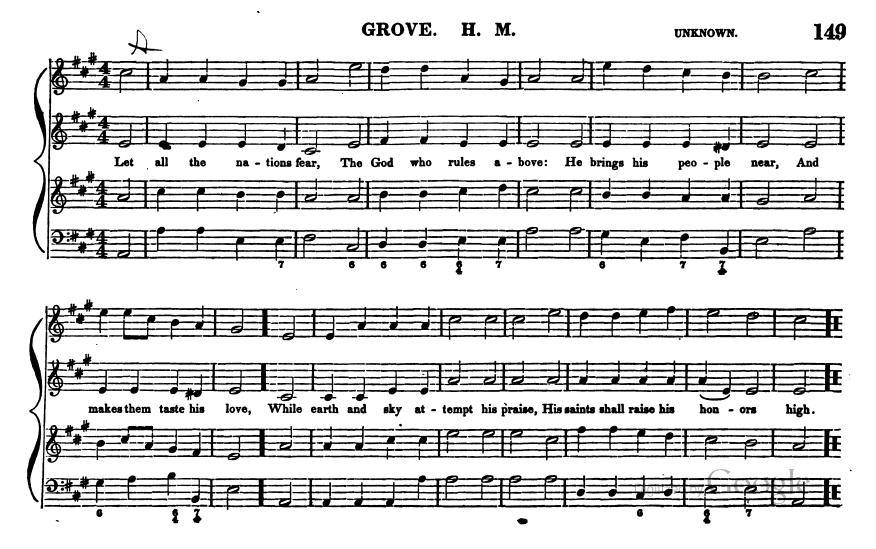








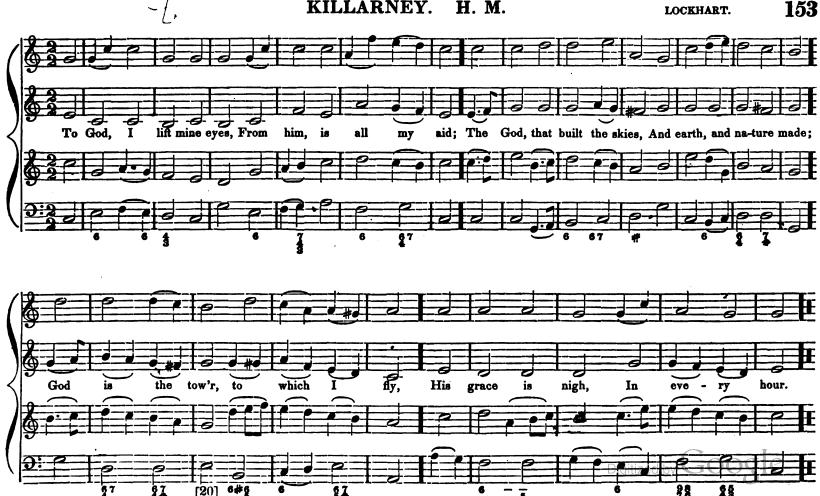




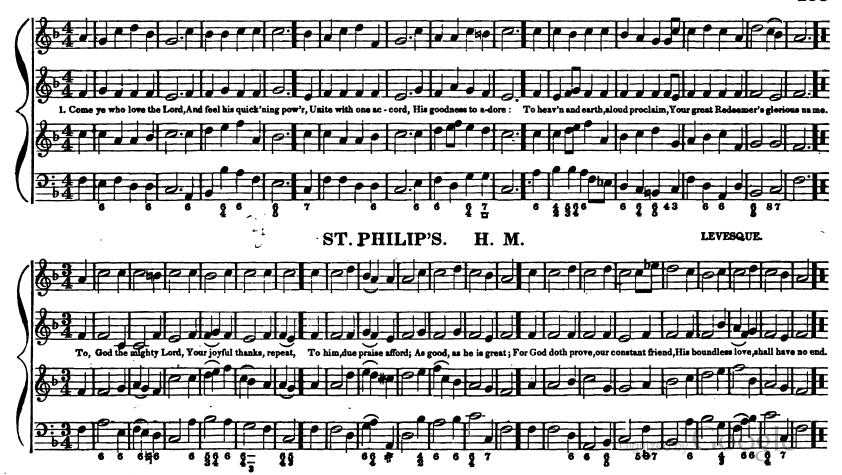




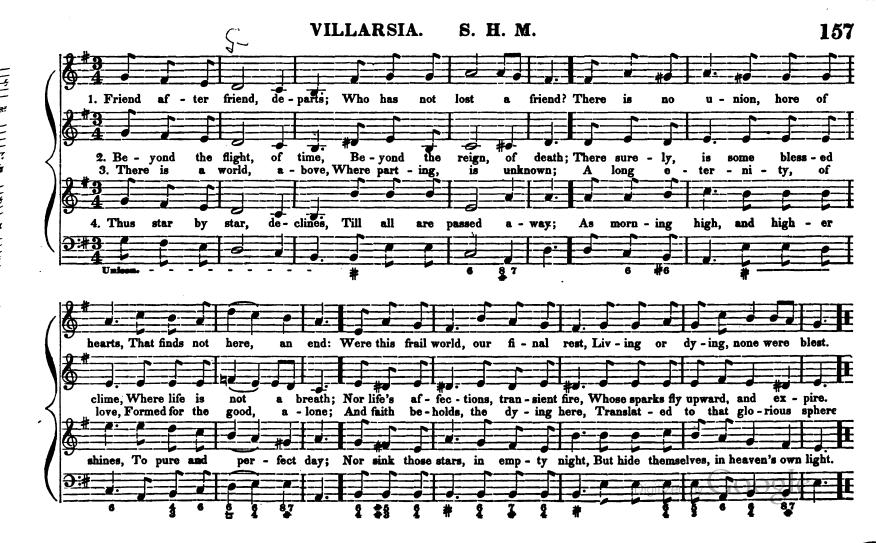


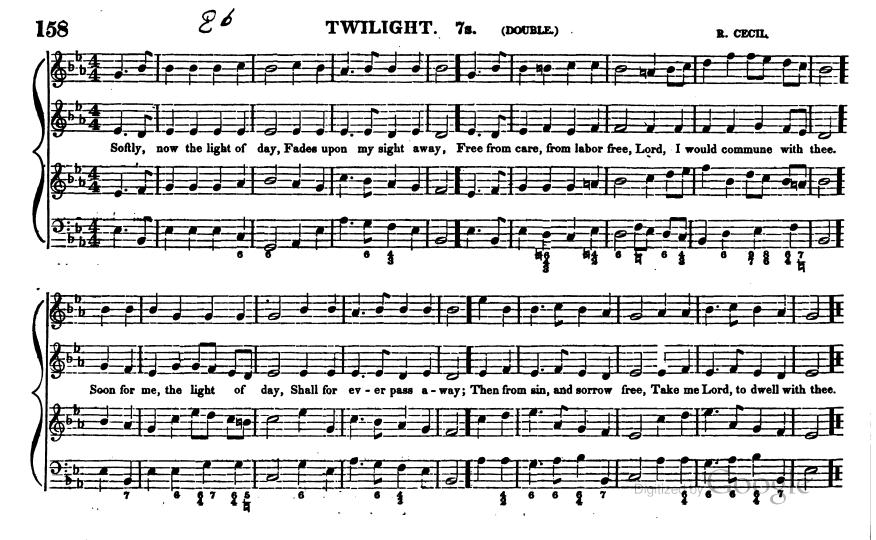






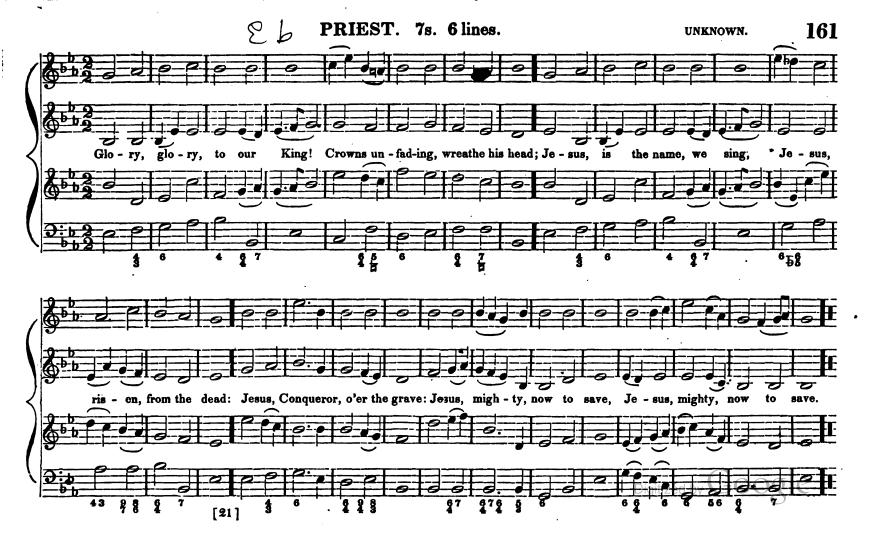










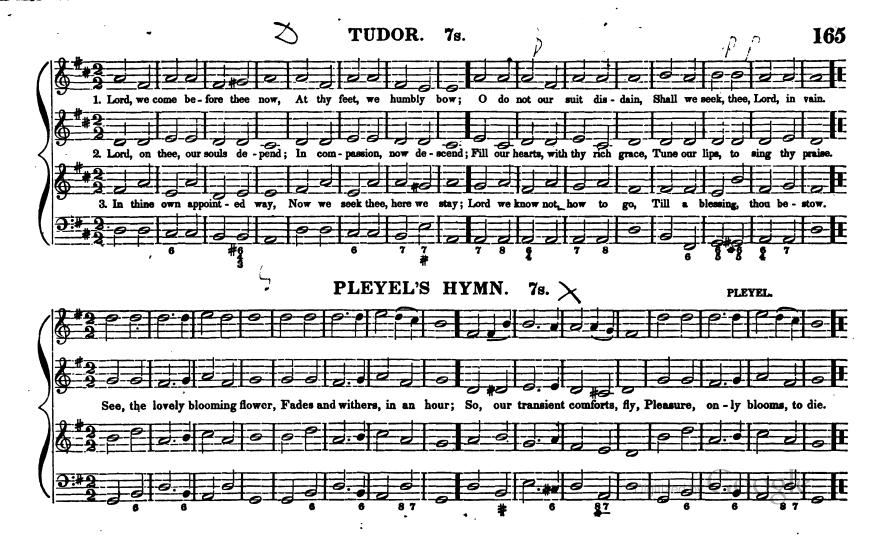






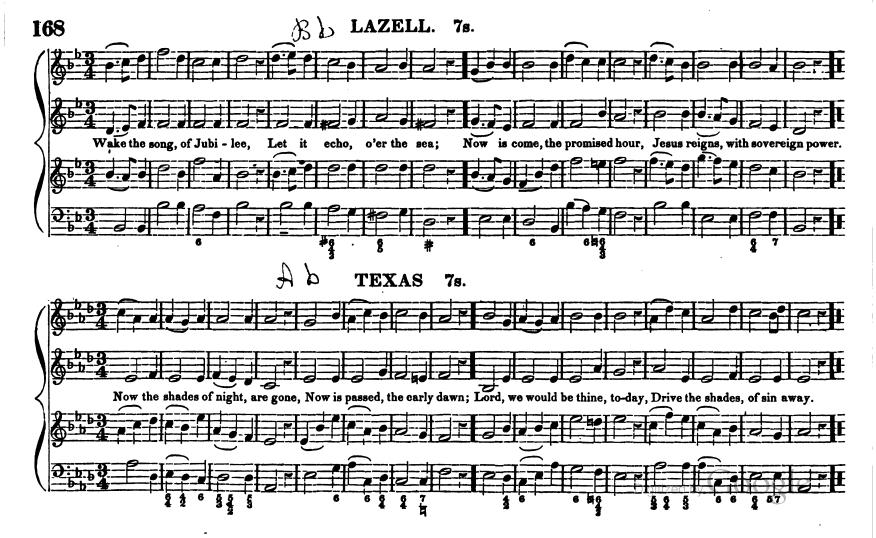
STOWELL. 7s.

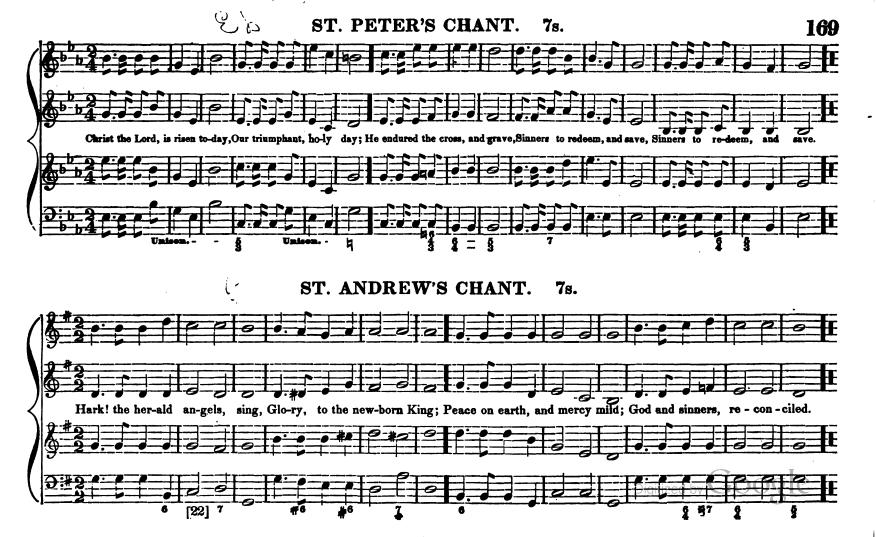














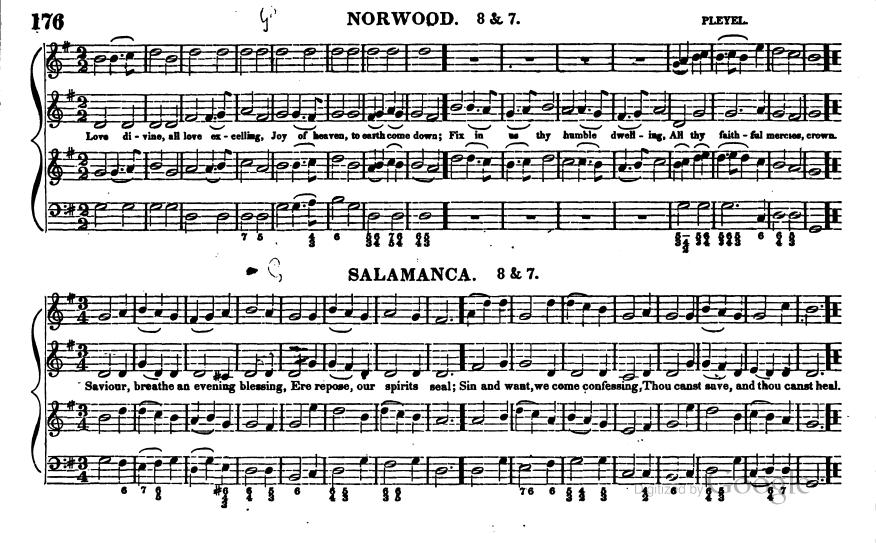


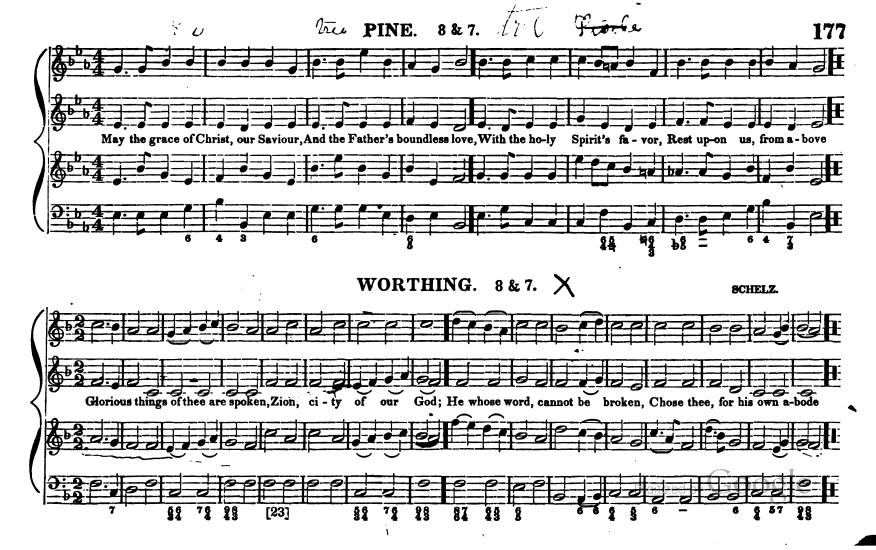






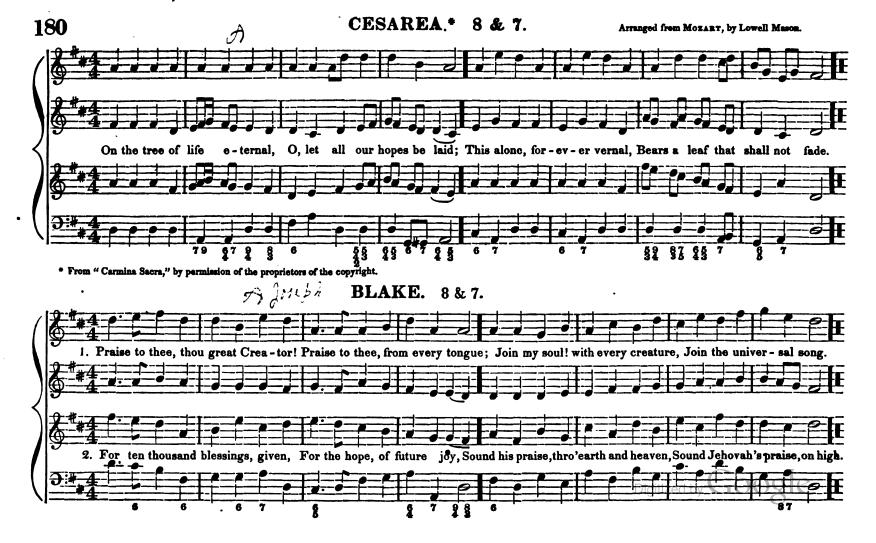


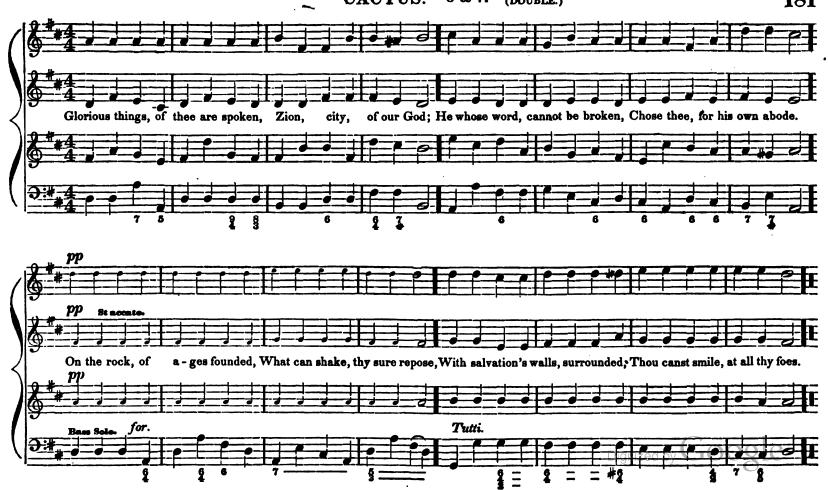


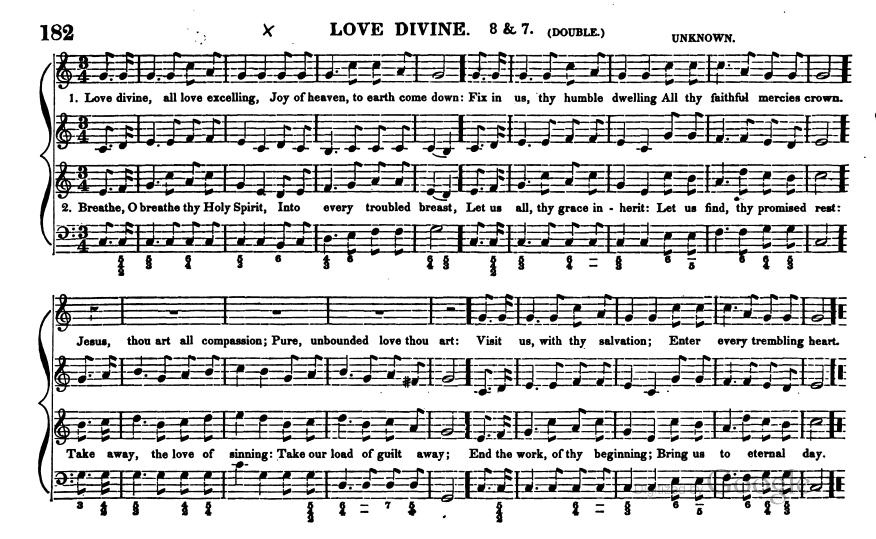




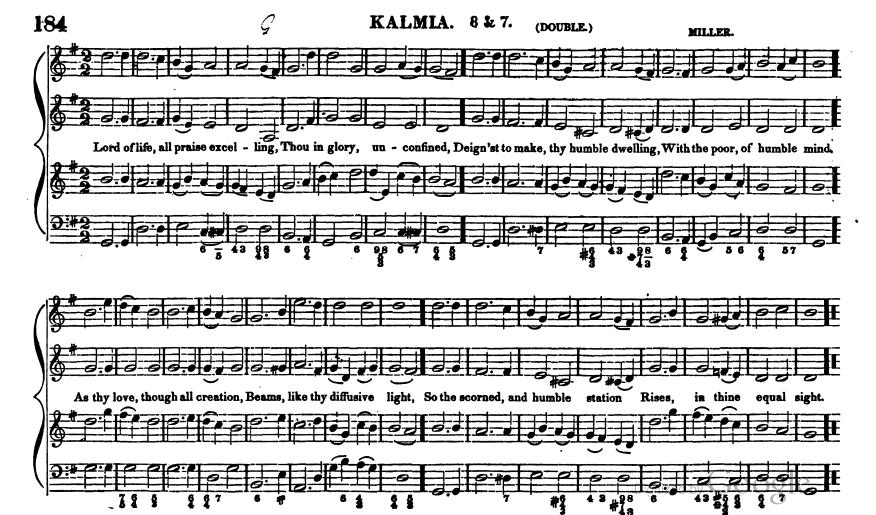


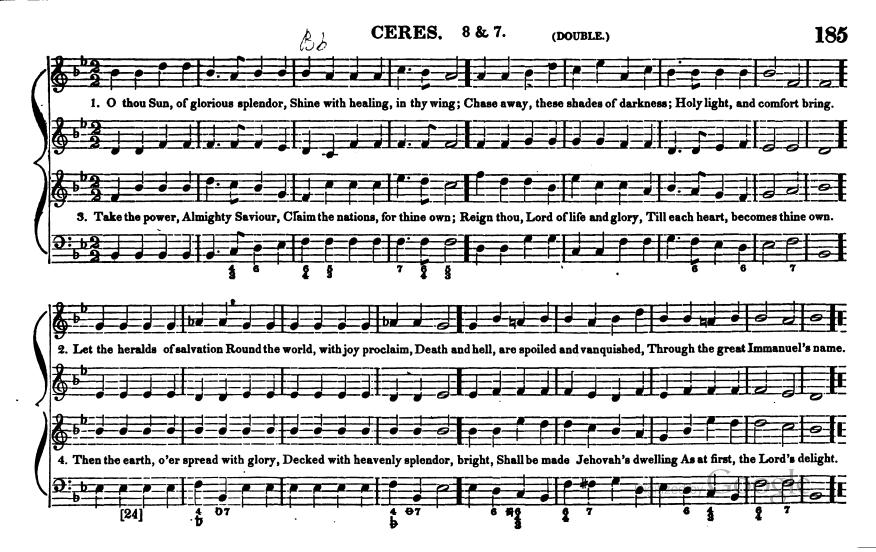




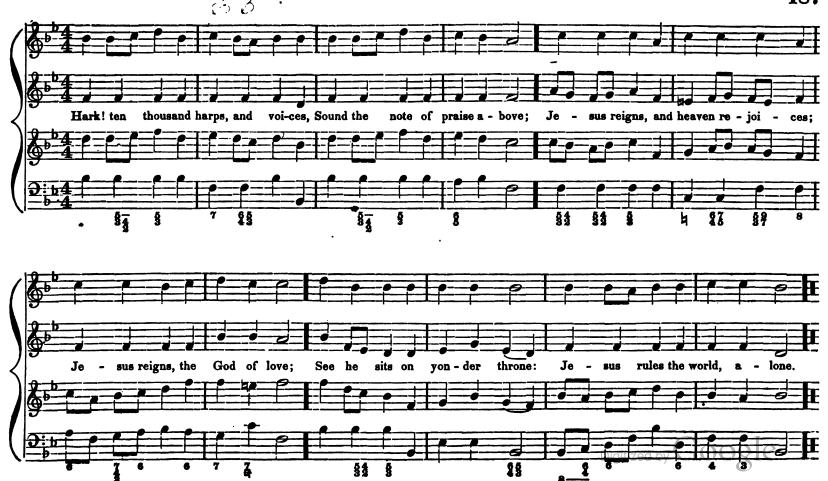


























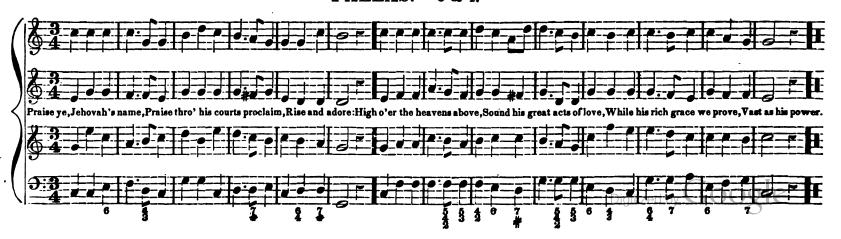






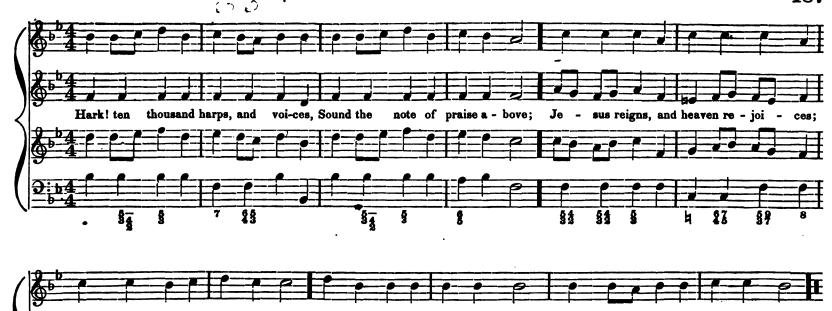


PALLAS. 6 & 4.





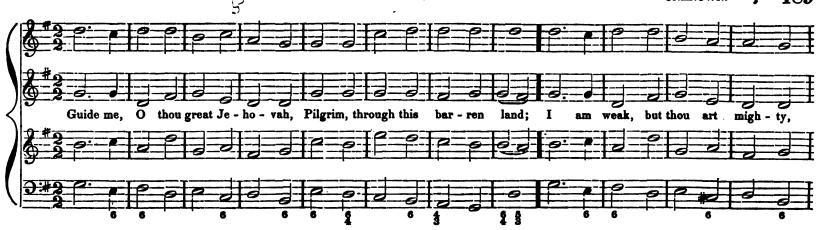


















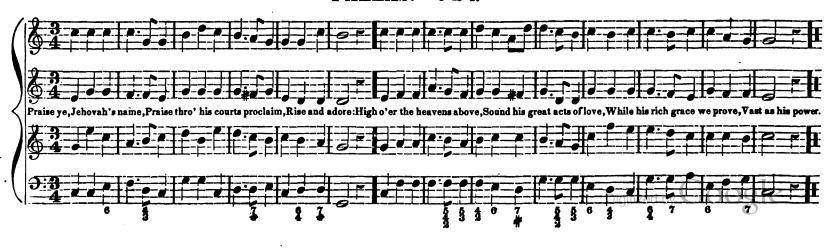








PALLAS. 6 & 4.







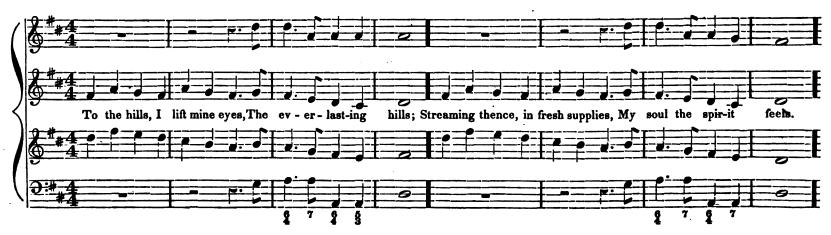


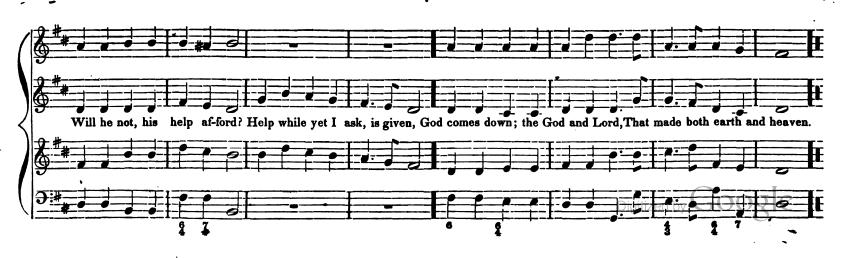


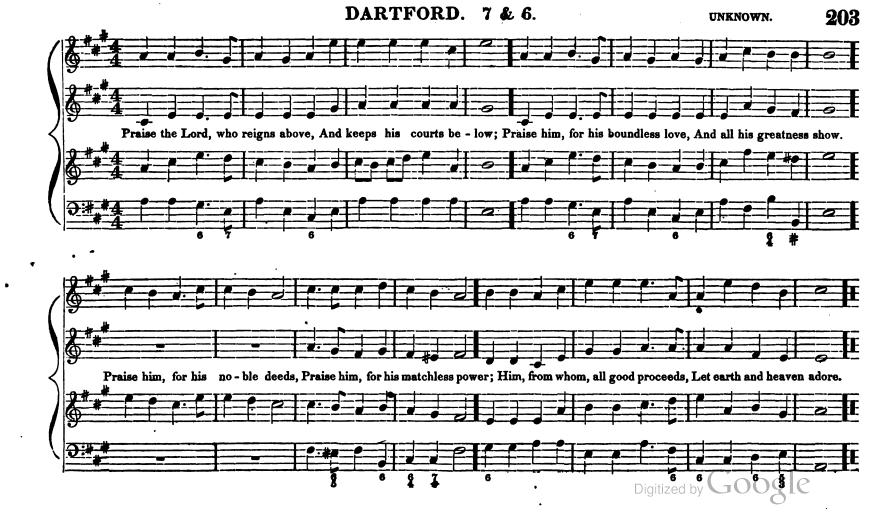


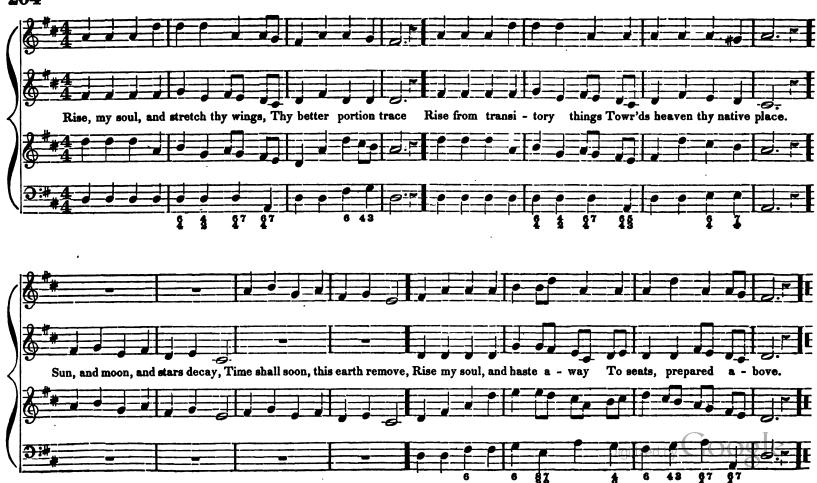














all."

And the joy - ous song a-wakes, "God is all in



fall,

Je - sus

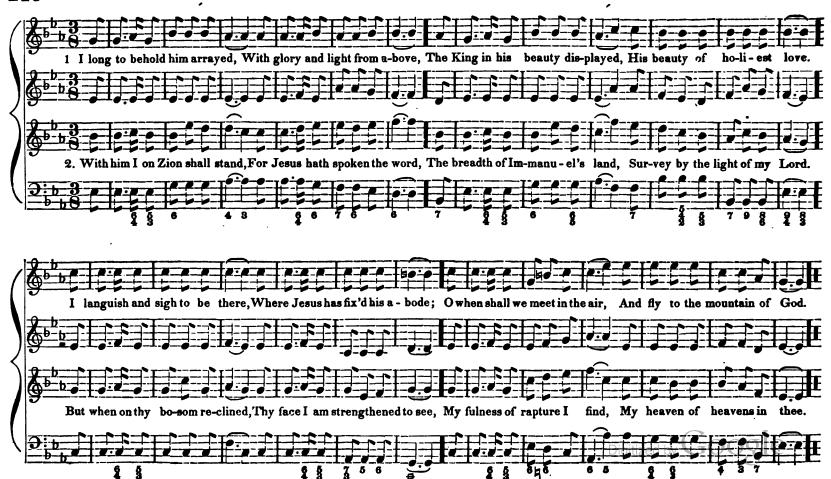
now his kingdom takes, Thrones and em-pires



















BETHLEHEM.

t, in Joyful hope, Salute the happy morn, Sal

8,6 & 5.

DR. MADAN.

Lift up your heads, in joyful hope, Salute the happy mora, Each heavenly power, Proclaims the giad hour, Lo Jesus, the Saviour is bora.





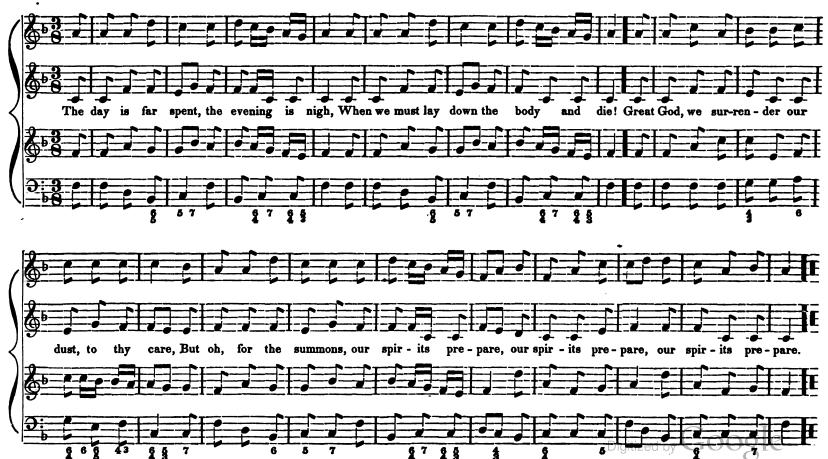
VIRGILIA. 6 & 10





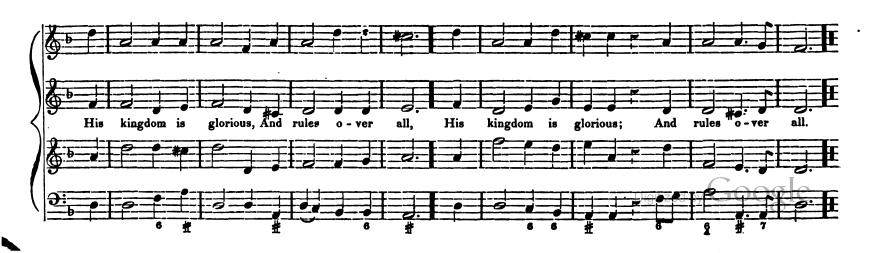


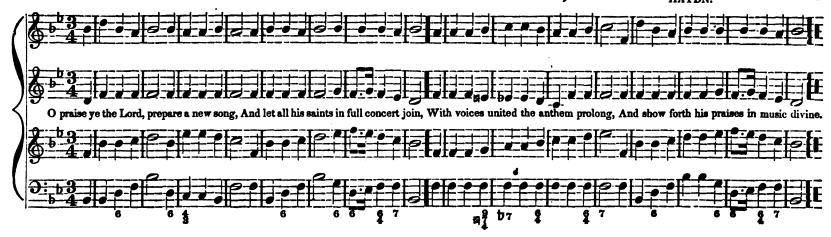




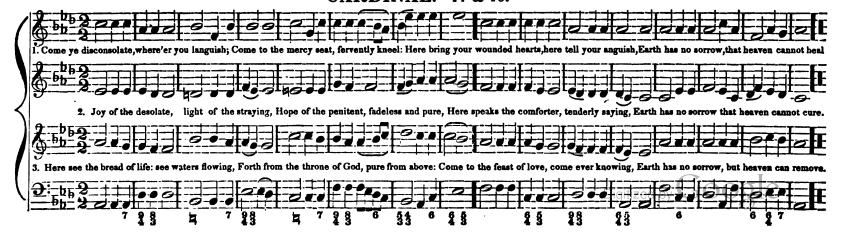








CARDINAL. 11 & 10.

















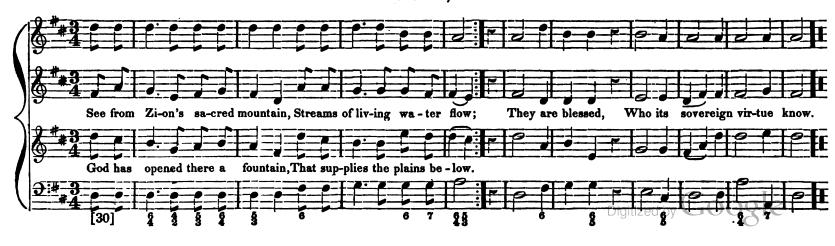






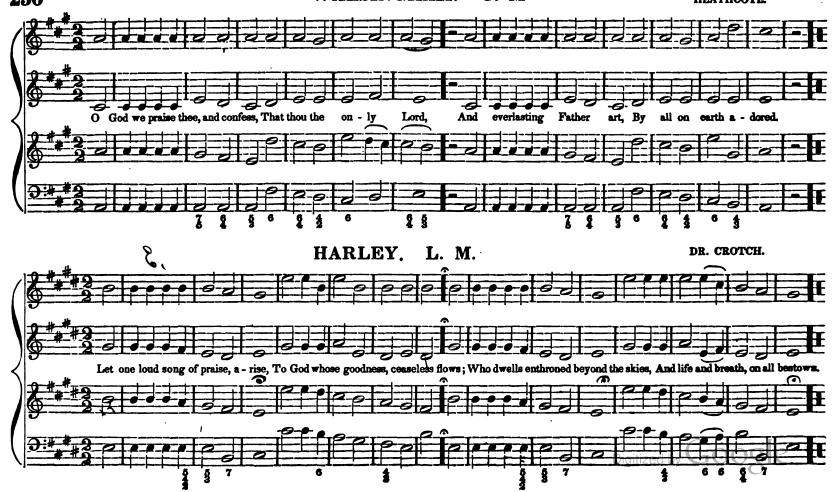


LEON. 8, 7 & 4.









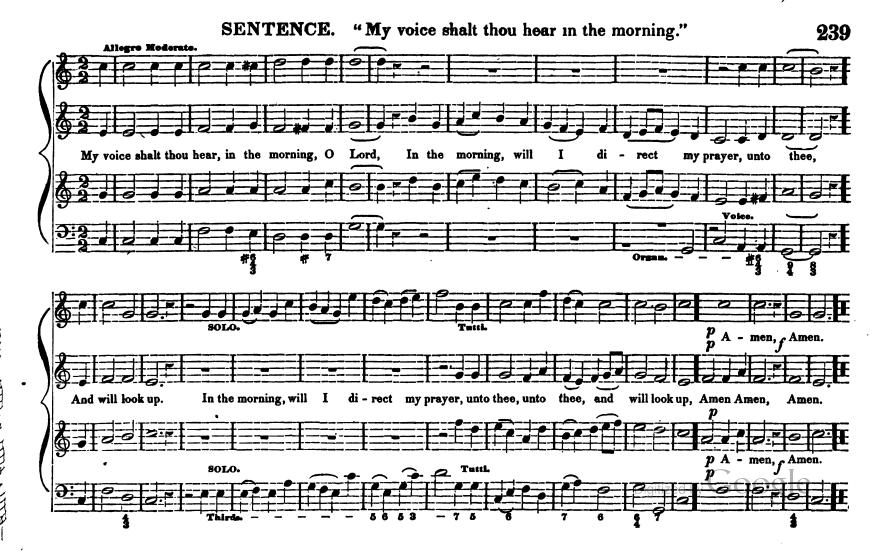
ANTHEMS, SENTENCES, HYMNS, &c.

SENTENCE. "Let the words of my mouth."

















t 11.33

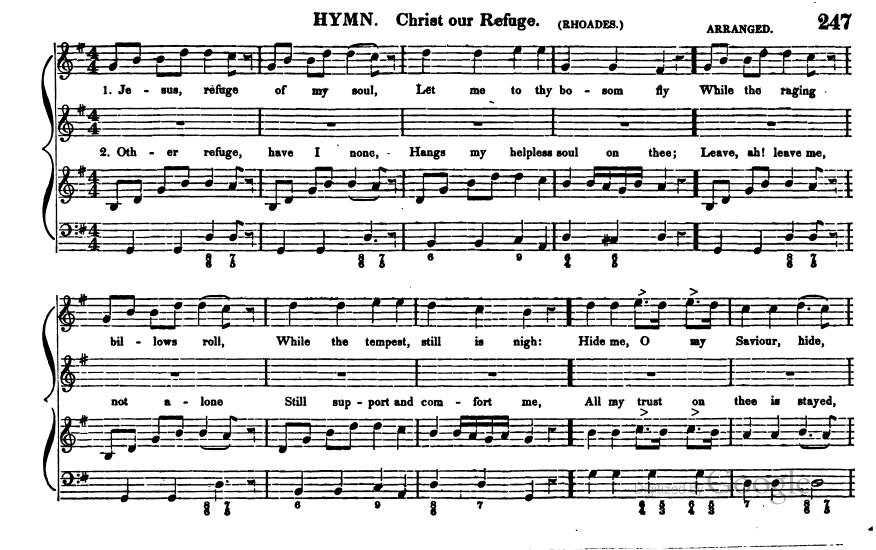
1. 14141.

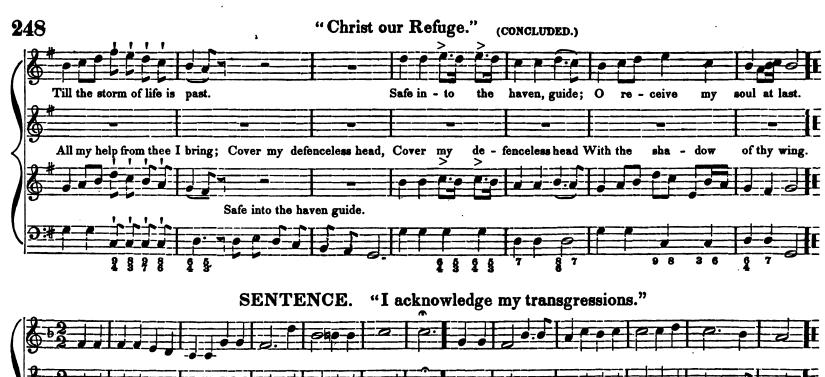




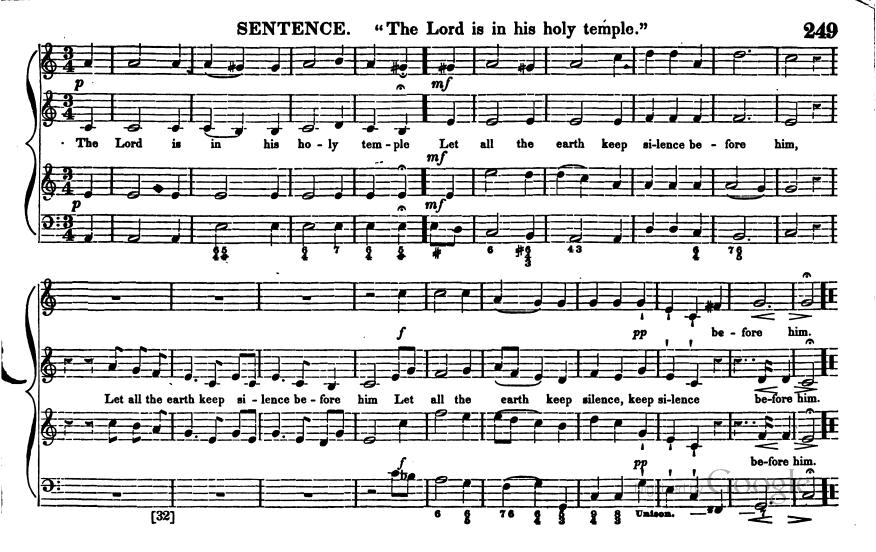
'Again the day returns." (CONCLUBED.)

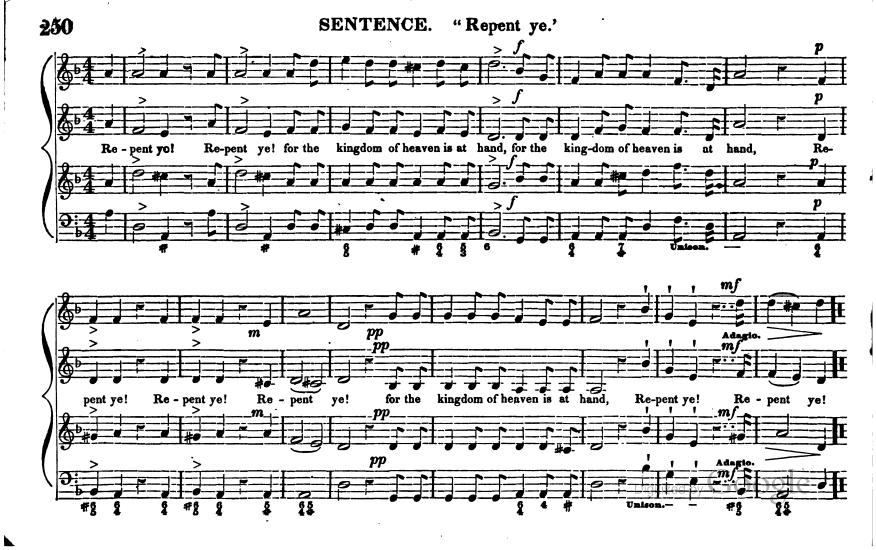


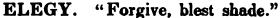




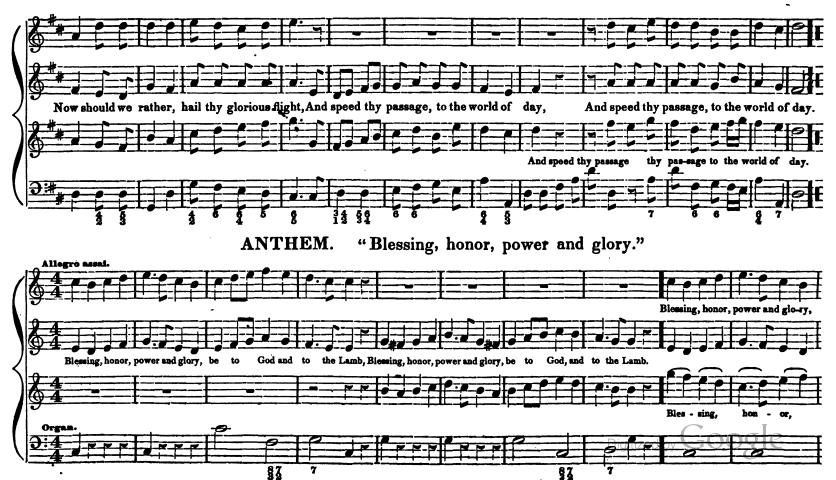


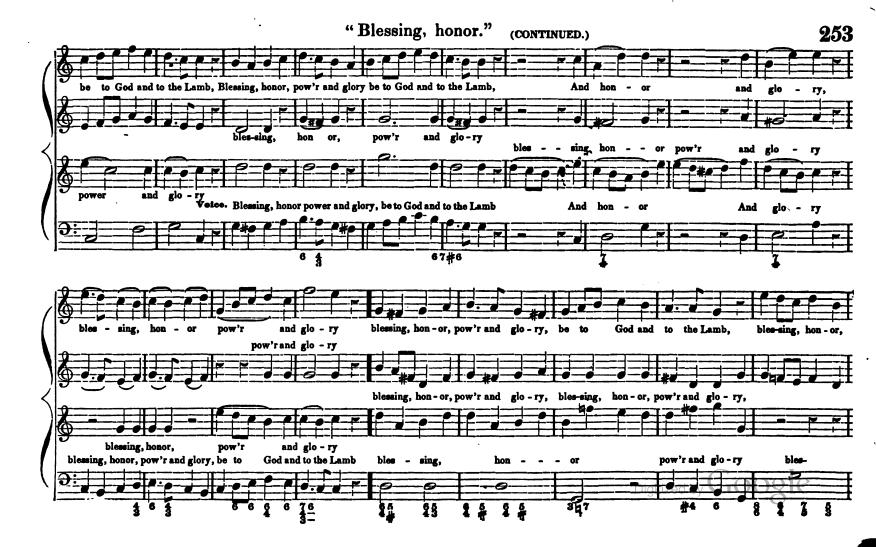




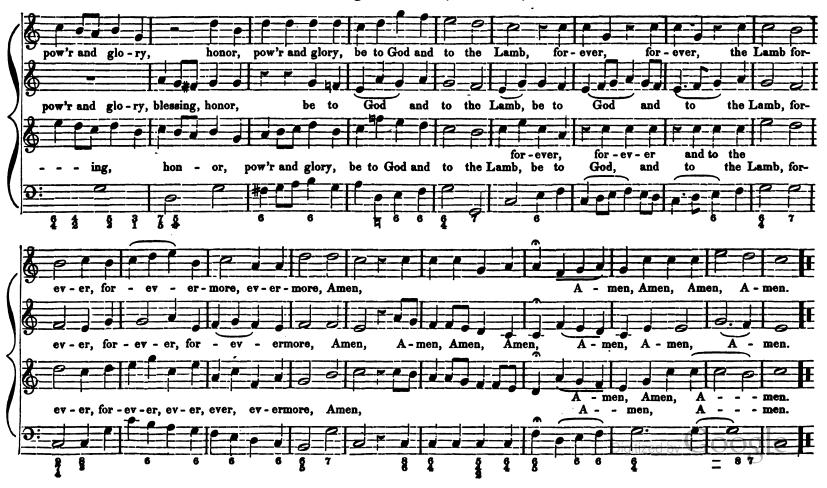


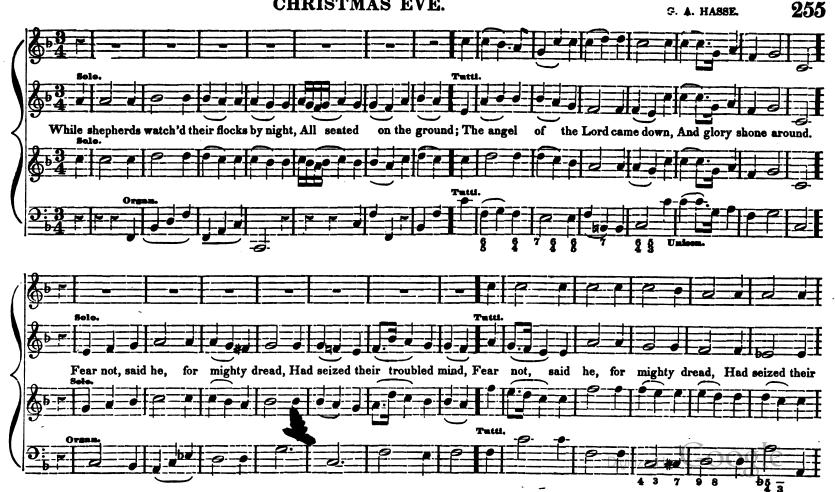


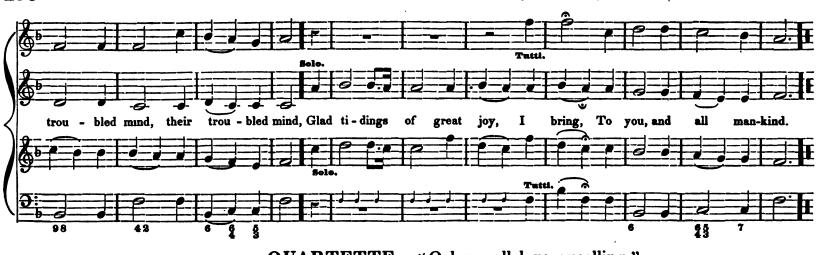


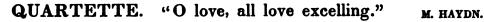


"Blessing, honor." (CONCLUDED.)









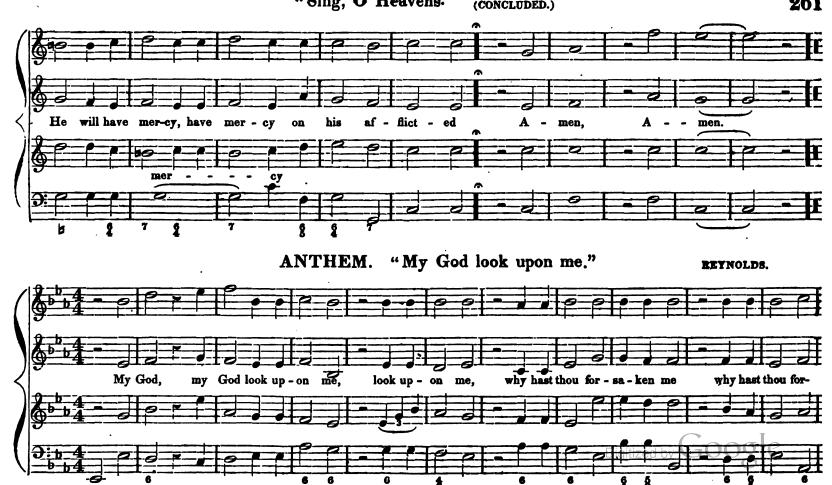


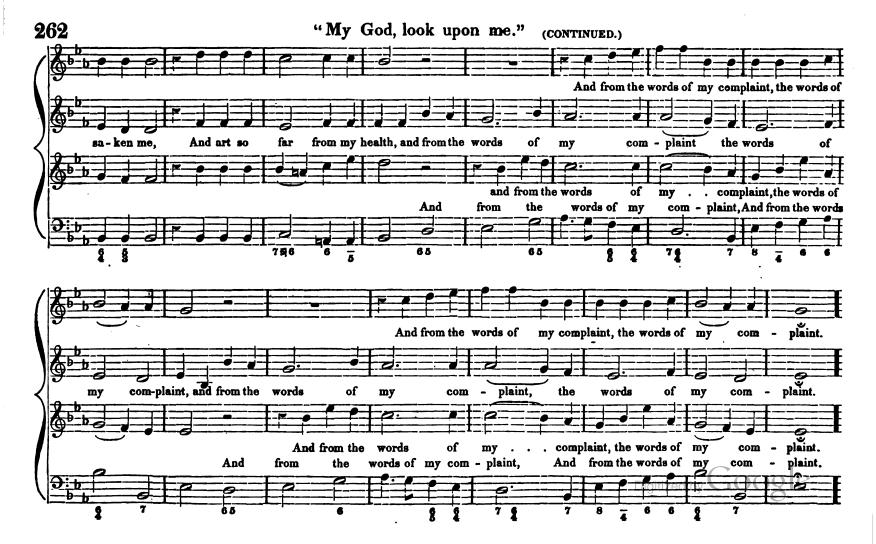






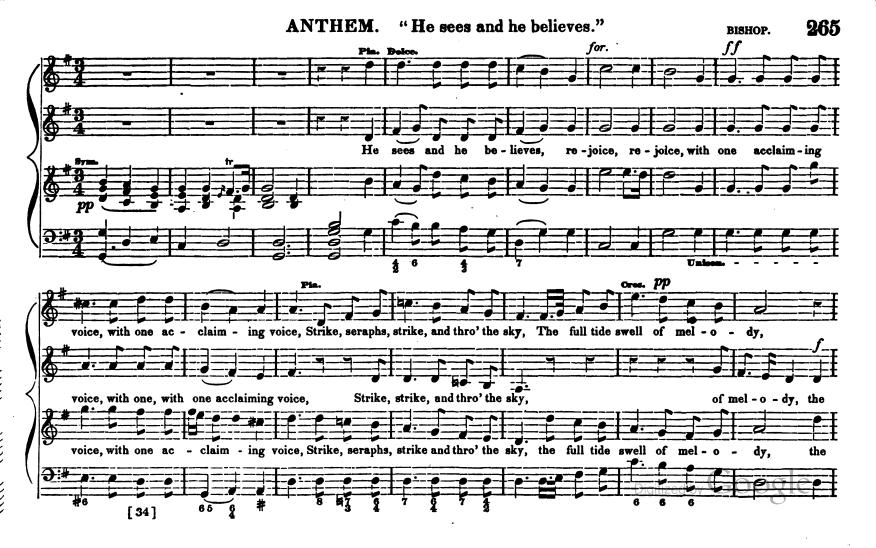






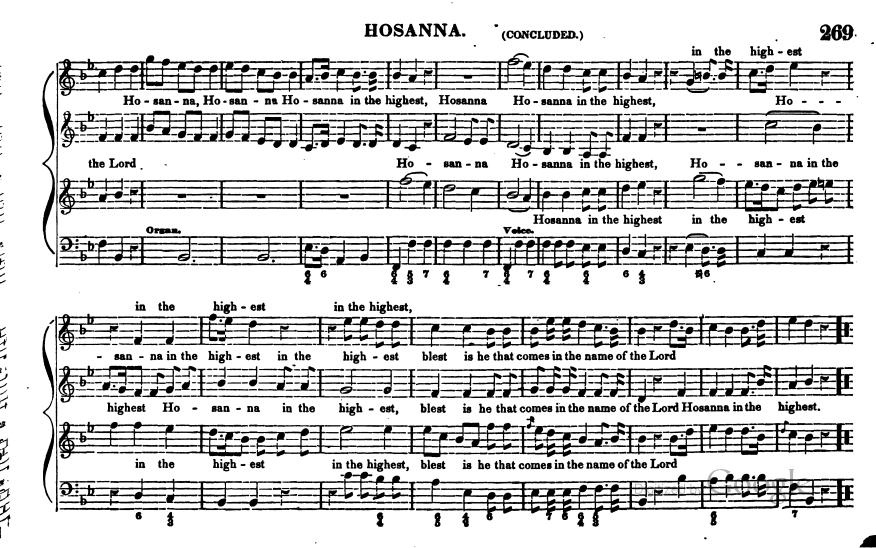
















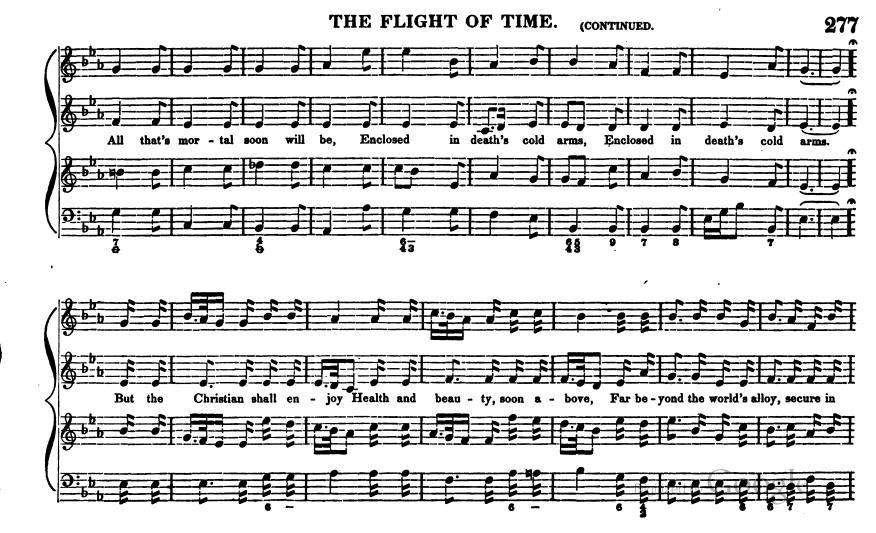
"O praise the Lord." ANTHEM. Allegre Vivace. O praise the Lord, all ye nations, Praise him For his merciful kindness is great tow'rd us, and the people; Praise ye the Lord, truth of the Lord en - dur - eth for -Praise ye the Lord, O praise the Lord all ye























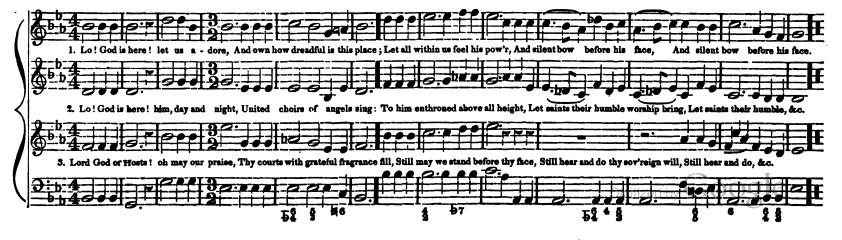


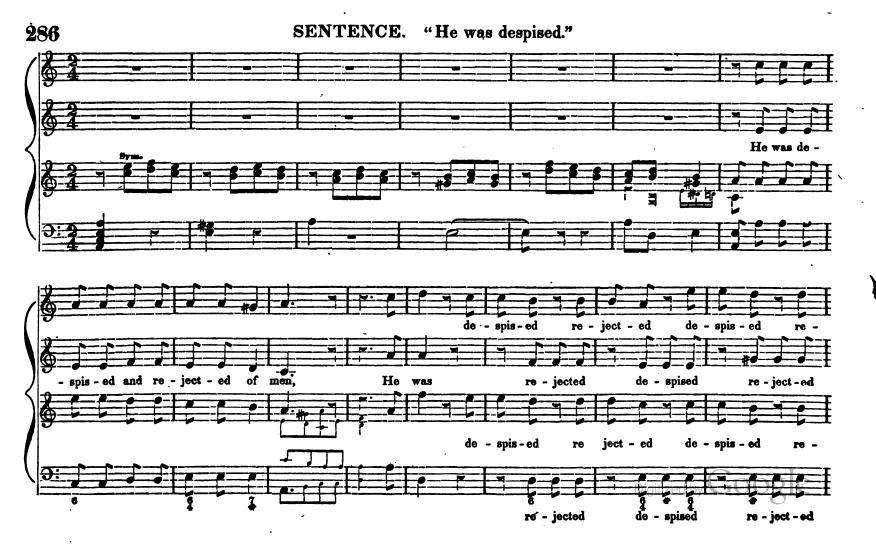




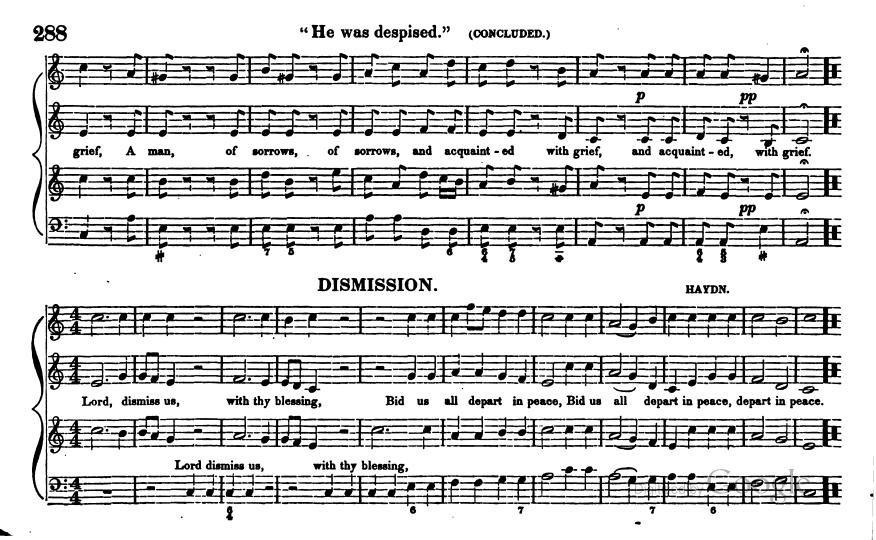


. HYMN. "Lo! God is here."











"Praise ye Jehovan." (CONCLUDED.)



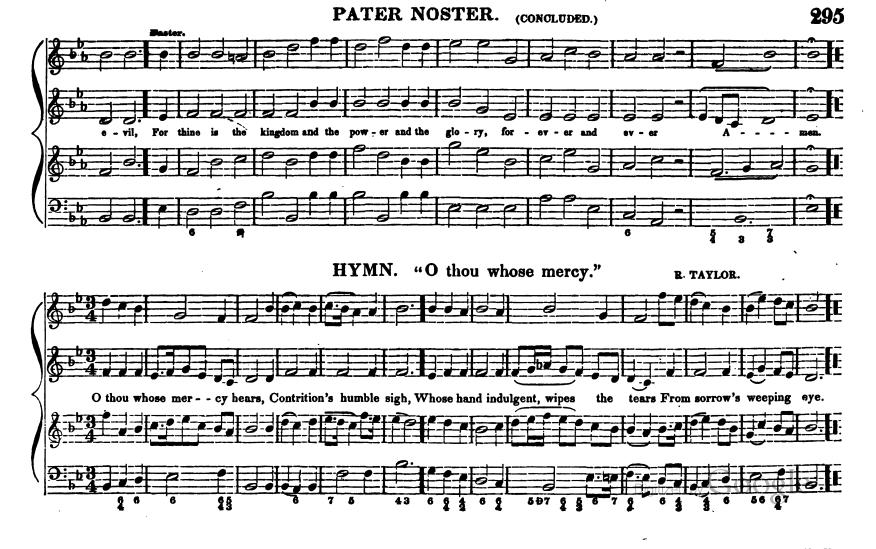


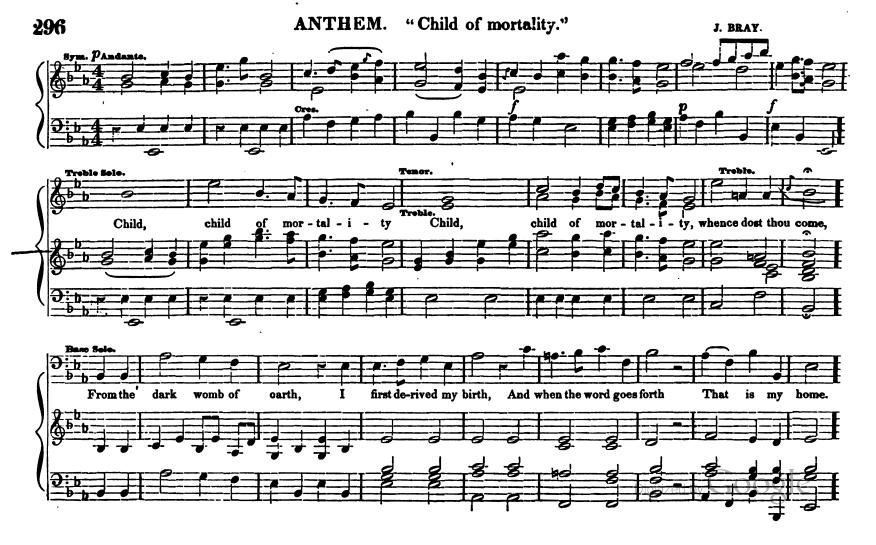




PATER NOSTER.











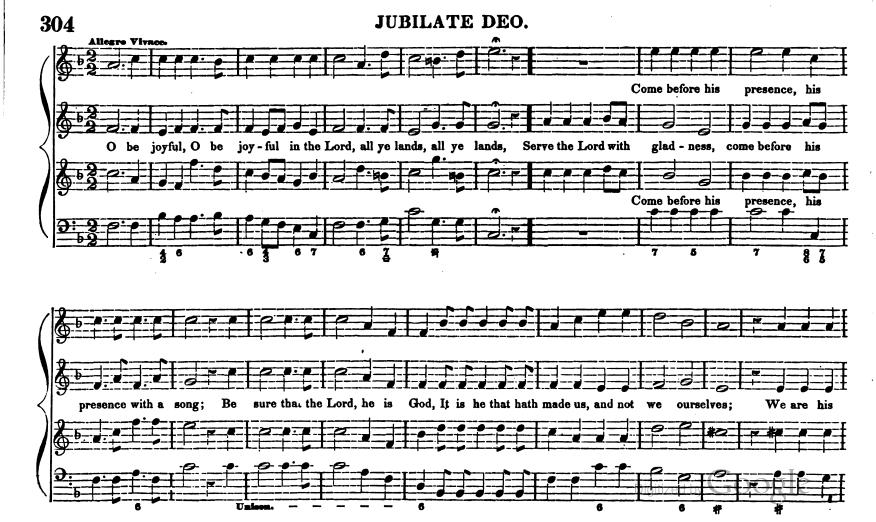
"Child of mortality." (CONTINUED.)





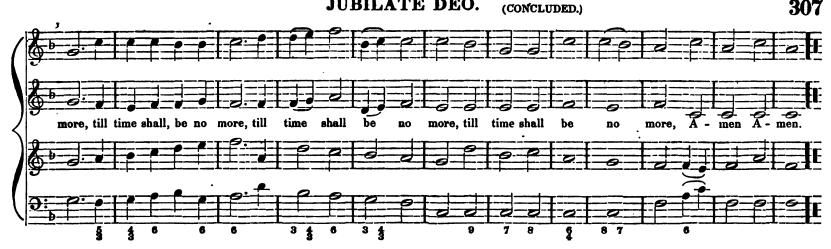








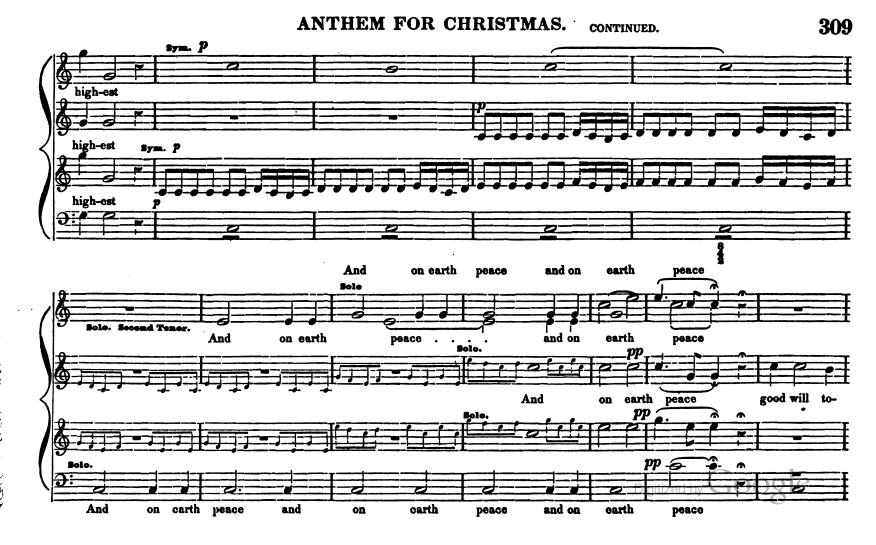




HYMN FOR THANKSGIVING.





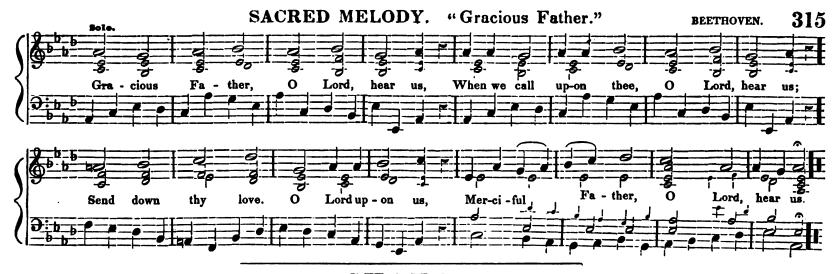












CHANTS.

A Chant consists of two, three, or four strains. It is hence called "Simple," "Ternary" or "Double." A strain is composed of a single note, called the recitative, and a series of notes called the cadence. In the first strain of the single chant, the cadence consists of two measures. In the second strain of three. In the ternary chant the first and second strains have a cadence of two measures, and the third of three. The double chant as to its structure, is merely two single ones in succession. Chants differing in structure from the above, are called "peculiar."

In the chants which follow, bars | | | are used to divide the lines, according to their application to the measures. Dots are used to shew the application of the words to the particular notes of the cadence. The dash (—) shews that the single syllable before it, applies to all the notes of the measure. The comma (,) as in the former part of the book, shews the proper pauses to be made, in the singing, and are on that account, more numerous than strict grammatical propriety would demand.

The recitative note has no fixed time, but is continued sufficiently long to allow of the deliberate reading of that portion of the line appropriated to it. The cadence is sung like any other music. Where there are more than two syllables to a measure of the cadence, the notes are to be divided as may be necessary. Sometimes the accent or emphasis may require a half-note to be divided into equal quarters; sometimes, a dotted quarter and eighth — sometimes into a triplet of quarters. When there are more than one syllable to the last note of the cadence, they should be delivered as the rules of good reading require, but the last one should be prolonged through the remaining time of the measure. In general in regard to the recitative, strict attention should be given to accent, emphasis, pauses, articulation, &c. as in reading — and in regard to the cadence, the same attention should be paid to all these things as in singing a common psalm tune.

Recite slowly. Speak rather than sing, though be careful to observe the pilch rigidly, making no inflections of the voice.

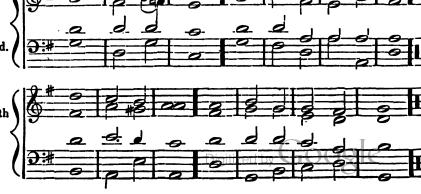




- 1. O come let us | sing..unto the | Lord; Let us heartily rejoice in the | strength, of | our sal-| vation.
- Let us come before his | presence..with thanks-| giving;
 And show ourselves | glad,..in | him with | psalms.
- For the Lord is a | great | God;
 And a great | King..a-| bove all | gods
- 4. In his hands, are all the | corners..of the | earth; And the strength of the | hills is | his | also.
- 5. The sea is his | and he | made it;
 And his hands pre-| pared..the | dry | land.
- O come, let us | worship..and fall | down;
 And kneel be-| fore the | Lord, our | Maker
- 7. For he is the | Lord, our | God;
 And we are the people of his | pasture and the | sheep of .his | hand.
- 8. O worship the Lord, in the | beauty..of | holiness; Let the whole | earth...stand in | awe of | him
- 9. For he cometh, for he cometh,..to | judge the | earth;
 And with righteousness to judge the | world, and the | people | with his | truth.
- 10. Glory be to the Father, and | to the | Son:
 And | to the | Holy | Ghost.,
- 11. As it was in the beginning, is now, and | ever | shall be, World without | end, A-| men, A-| men.



No. 2. DOUBLE CHANT.







- O be joyful in the Lord | all ye | lands;
 Serve the Lord with gladness, and come before his | presence | with a | song.
- 2. Be ye sure that the Lord, | he is | God;
 It is he that hath made us, and not we ourselves; we are his | people..and the | sheep of..his | pasture.
- 3. O go your way into his gates with thanksgiving, and into his | courts with | praise;

Be thankful unto him, and | speak good | of his | name.

- 4. For the Lord is gracious, his mercy is | ever-| lasting;
 And his truth endureth from gene-| ration..to | gene-| ration.
- 5. Glory be to the Father, and | to the | Son; And | to the | Holy | Ghost;
- 6. As it was in the beginning, is now, and | ever | shall be World without | end. A-| men, A-| men.

No. 7. DOUBLE CHANT.



No. 8. DOUBLE CHANT.



No. 9. SINGLE CHANT.



- 1. Blessed be the Lord | God of | Israel; For he hath visited | and re-| deemed..his | people;
- 2. And hath raised up a mighty sal-| vation | for us,
 In the | house of..his | servant | David;
- 3. As he spake by the mouth of his | holy | Prophets, Which have | been...since the | world be-|gan.

- 4. That we should be saved | from our | enemies; And from the | hand of | all that | hate us.
- 5. Glory be to the Father, and | to the | Son; And | to the | Holy | Ghost;

No. 10. SINGLE CHANT.

6 As it was in the beginning, is now, and ever shall be: World without | end, A-| men, A-| men.

[Lord:



5. Show yourselves joyful, unto the Lord, | all ye | lands; Sing, re- | joice, and | give - | thanks. 6. Praise the Lord up- | on the | harp; Sing to the Lord, with a | pealm of | thanks- | giving.

His righteousness hath he openly | showed...in the | sight..of the | heathen.

4. He hath remembered his mercy and truth, toward the | house of | Israel;

And all the ends of the world, have seen the sal- | vation | of our | God.

3. The Lord declared | his sal- | vation;

9. Let the floods clap their hands, and let the hills be joyful together, be- | fore the |

For he | cometh..to | judge the | earth. 10. With righteousness shall he | judge the | world;

And the | people | with - | equity.

11. Glory be to the Father, and | to the Son zed And | to the | Holy | Ghost;

18. As it was in the beginning, is now, and | ever | shall be; World without | end. A- | men, A- | men.





No. 16. DOUBLE CHANT.



No. 18.





- 1. It is a good thing to give thanks, | unto the | Lord;
 And to sing praises unto thy | name | O most | Highest,
- 2. To tell of thy loving kindness, | early..in the | morning; And of thy | truth..in the | night | season.
- 3. Upon an instrument, of ten strings, and up-| on the | lute Upon a loud instrument, | and up-|on the | harp.

- 4. For thou, Lord, hast made me glad, | through thy | works;
 And I will rejoice in giving praise, for the ope-| ration | of thy | hands
- 5. Glory be to the Father, and | to the | Son;
 And | to the | Holy | Ghost;

SINGLE CHANT.

6. As it was in the beginning, is now, and | ever | shall be, World without | end A-| men. A-| men.



1. God be merciful unto | us, and | bless us;
And show us the light of his countenance, and be merci...ful unto us.

[41

- 2. That thy way may be | known up..on | earth;
 Thy saving | health, a-| mong all | nations.

 3. Let the people praise thee, | O -- | God;
- Yea, let | all the...people | praise | thee.
 4 O let the nations rejoice | and be | glad;
 5 For thou shalt judge the people righteously.
- and govern the | na..tions up-| on earth.

5. Let the people praise thee, | O - | God;

Yea, let | all the...people | praise — | thee.

6. Then shall the earth bring | forth her | increase,
And God, even our | own...God shall | give us. .his | blessing.

7. God shall | bless — | us;

And all the ends of the | world, shall | fear | him.

8. Glory be to the Father, and to the Son, and to the | Holy | Ghost;

As it was in the beginning, is now, and ever shall be, world with...out end, A-| men.

No. 23. DOUBLE CHANT.



- 1. Praise the Lord, | O my | soul; And all that is within me, | praise his | holy | name.
- 2. Praise the Lord, | O my | soul; And for- get not | all his | benefits
- 3. Who forgiveth | all thy | sin, And | healeth...all | thine in- firmities.
- 4. Who saveth thy | life...from de-| struction; And crowneth thee with | mercy .. and | loving | kindness.
- 5. O praise the Lord, ye angels of his, ye that ex-| cel in | strength

Ye that fulfil his commandment, and hearken unto the voice of | his - | word.

6. O praise the Lord, | all...ye his | hosts;
Ye servants of | his, that | do his | pleasure.
7. O speak good of the Lord, all ye works of his,

in all places of | his do-| minion;
Praise thou the | Lord — | O my | soul.

8 Glory be to the Father, and to the Son, and to the | Holy | Ghost; As it was in the beginning, is now, and ever shall be, world with... out | end. A-| men.

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ANTHEMS, SENTENCES, HYMNS, CHANTS, &c.

Again the day returns. Blessing, hoher, power and glory. Benedict anima mea, Benedictus, Benedictus, Before Jehovah's awful throne, Boaum est confideri Cantate Domino, Child of mortality, Christ, our refuge,	. Anthem. 227 . Chart. 322 . Sentence. 244 . Chant. 318 . Hymn. 240 . Chant. 320 . Chant. 319 . Anthem. 296	He was despised, Sentence. 286 Hosanna, Quartette. 268 Quartette.
Christmas eve, Deus misereatur, Dismission, From the rising of the Sun, Forgive, bleat shade, Glory be to the Father, Glory to God in the highest, He sees and he believes,	. Chant. 321 . Sentence. 288 . Sentence. 243 . Elegy. 251 . Doxology. 271 . Chorus. 308	Lord wind shall lear that day, Hymn. 285 The Lord's prayer, Chant. The Lord is my Shepherd, The Lord is my Shepherd, Chant. The Lord is my Shepherd, The Lord is my Shepherd, Chant. The Lord is my Shepherd, The Lord is my Shepherd, Chant. The Lord is my Shepherd, The Lord is my Shepherd, Chant. The Lord is my Shepherd, The Lord is my Shephe

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